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ABSTRACT

Eleven program outlines of elective English curriculums for grades 7-12 are collected in this package to serve as a convenient resource of examples of a variety of elective programs in English. Types of programs included range from non-graded "mini-electives," available 2 days a week, to curriculums made up of 30 twelve-week phase-elective courses. One of the program descriptions includes an "Attitudinal Inventory" given to students at the beginning and end of the elective curriculum's trial period. The program outlines represent both large and small schools, public and private, as well as a State Department of Public Instruction. Rationales for instituting electives, annotations of course titles, and explanations of the scheduling of courses are included in the descriptions. A bibliography of articles and guides on elective English programs is appended. (See also ED 041 182 for another compilation of elective English program descriptions.) (LH)

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ELECTIVE ENGLISH PROGRAMS
IN
JUNIOR AND SENIOR HIGH SCHOOLS

Eleven Program Descriptions

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National Council of Teachers of English
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April 1971

TE 002 409

This compilation of 11 elective English program outlines is the second collection of its kind. A previous one containing 14 different program descriptions is now available from the ERIC Document Reproduction Service.*

These program descriptions were sent to NCTE/ERIC by English supervisors in junior and senior high schools in response to our call for information about existing or proposed elective programs. Many other descriptions received have already been put into ERIC--individually or as part of the first compilation. Consequently, the ERIC file at present contains a substantial amount of information regarding elective English programs. To avoid "loading" the ERIC system with similarly-designed and written curriculums, we looked for unique features in the program outlines to be included in this second compilation. The programs, however, underwent no further evaluation; their prose, only minor editing. The descriptions have merely been compiled into this package to serve as a single, convenient resource for examples of elective programs in English, including rationales for instituting electives, annotations of course titles, and explanations of the scheduling of courses.

The 11 programs highlighted in this collection are here for the following reasons:

1. The Lake County (Florida) English Program proposes phased semester courses for grades 7 and 8, and a non-graded phase-elective curriculum for grades 9-12.
2. The Illing Junior High School (Manchester, Conn.) is experimenting with 1-period-a-week elective courses for 7th and 8th graders.
3. The Poway (California) High School course of study outlines 24 semester, elective courses for grades 9-12.

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*Linda Kubicek, comp. Elective English Programs in Junior and Senior High Schools. Champaign: NCTE/ERIC, Sept. 1970. Write EDRS, Leasco Information Products, Co., 4827 Rugby Ave., Bethesda, Maryland 20014; ask for ED 041 182. Send 65¢ for a copy on microfiche or $6.58 for a paper copy.

4. With only three English teachers, the Leitchfield (Kentucky) High School has a phase-elective English curriculum of 9-week courses for its 165 eleventh- and 12th-graders. The description of its program includes an Attitudinal Inventory given to students at the beginning and end of the curriculum's trial period.

5. Twelve-week, phase-elective courses (30 in number) for grades 11 and 12 are offered by the Scottsville (Kentucky) High School.

6. The Franklin (New Hampshire) High School's phase-elective English program provides for 18-week courses; 17 different ones will be offered each semester for grades 9-12 and no specific course is required.

7. Another example of 18-week course offerings is the program for sophomores, juniors, and seniors at Bozeman (Montana) High School which includes both elective and required courses.

8. Non-graded "mini-electives" are available--2 days a week--to students in grades 10-12 at Fayetteville-Manlius (New York) High School.

9. The Walter Hines Page Senior High School (Greensboro, N.C.) has designed an elective program stressing "behavioral objectives rather than textbooks."

10. Half-year electives in grades 11 and 12 are incorporated into the language arts guide put out by the North Dakota Department of Public Instruction.

11. Loretto High School (Louisville, Ky.) is a small parochial high school of about 270 girls, 60% of whom will not go to college. The English program is divided into 6-week units, enabling a girl to take 18 English courses in 3 years.

ELECTIVE ENGLISH PROGRAMS

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Lake County English Curriculum Program
Lake County, Florida

Grades 7-12

1970-1971

CURRICULUM DEVELOPMENT REPORT-- LAKE COUNTY ENGLISH CURRICULUM PROGRAM, GRADES 7-12
1970-71 LAKE COUNTY, FLORIDA

Present Stage of Program Development

Due to strong interest expressed by English departments throughout the county in providing semester courses in English in the high schools, transitional steps are being discussed and developed. Leesburg Senior High School already offers semester courses in English; Mount Dora High School will do so next year; other high schools are attempting to develop such courses or have already begun to do so to a limited degree. Seventh and eighth grade English teachers have also expressed an interest in offering their required courses in semester form.

Future Goal

In grades 9-12 we hope to be able to provide ultimately a nongraded phase-elective English curriculum whose concepts would be as follows:

1. Nongrading, or the eliminating of grade levels and tracks as devices for grouping students and defining courses. This would be accomplished by dropping grade and track distinctions and allowing students, regardless of their age, to select from any of the learning experiences in the program. In many of the courses it would be possible to find freshmen, sophomores, juniors, or seniors, all of whom have the common learning bond, not of age, but of similar interest in the course, similar abilities, and similar needs.
2. Electing, or the allowing of students to freely select their own courses. There would be no required courses and few, if any, prerequisites. Students would be permitted to pick any courses that they feel best meet their individual needs, interests, and abilities. Assisting them in making wise choices would be English staff advisors and school guidance personnel who would function as information givers, constructive critics, and facilitators rather than as dictators of what should be taken.
3. Phasing, or the describing of courses in a general way, by assigning to them a number from one to five to indicate their degree of difficulty. This would allow elective courses to be described more readily for guidance purposes. Phasing, in this program, would describe courses and would not be used to describe students. Phase levels could be defined in the following way:

   Phase 1--Courses designed for students who have serious problems with basic skills

   Phase 2--Courses designed for students who do not have serious difficulty with basic skills, but who need to refine them, and can do so best by learning at a somewhat slower pace

   Phase 3--Courses designed for those with a fair command of basic language skills and would like to advance beyond them but do so at a moderate rather than an accelerated pace

   Phase 4--Courses designed for students who learn fairly rapidly and are in good command of basic skills

   Phase 5--Courses offering a challenge to advanced students who have excellent control of basic skills and who are looking for stimulating and self-motivated academic learning experiences

In summary, this type of nongraded phase-elective curriculum is one which offers to students a wide variety of courses, grouped for guidance purposes in levels of difficulty, which may be freely elected by students of any age on the basis of their own individual interests, needs, and abilities. Courses can be added or dropped depending on the needs of students. Many courses are multi-phased (for example, 2-5) which means that a range of learning experiences is provided in the course. Each of the courses, regardless of the content, has built into it learning experiences in the basic language skills: reading, writing, speaking, thinking, and listening. Because this is so, it is not absolutely critical which combination of courses the student takes, since regardless of the selections he chooses, he will be helped, in the manner most suitable, to grow in each of the basic skills.

(Note: The concepts and practices of the nongraded phase-elective English curriculum described here are derived from the famous APEX curriculum developed in Trenton, Michigan.)

Present Observations

In order to reach our goal of a nongraded phase-elective curriculum it will be necessary to resolve problems relating to school size, number of personnel available in English departments, and scheduling. Each English department in the county is currently studying possibilities for incorporating aspects of this new type of curriculum into its present program. On a county level, attempts are being made to continuously involve English teachers in decision-making through informational sessions held with department chairmen and followup meetings to be held at individual schools. During the remainder of this year and throughout next year, work will continue. At times the curriculum generalist directing this project will meet with individual English departments to discuss ideas; at other times English department chairmen will be brought together to share ideas. In this way it is hoped that a countywide semester course plan can be developed.

Since experimental and innovative approaches will continue to be encouraged, it is recommended that all persons working in the area of English curriculum development be permitted to explore as many state-adopted and supplementary materials as possible, so that ideas can be accumulated as to the eventual content, concepts, materials, and techniques for use with each course offered. Through cooperative effort there will emerge in time a gradual unifying of opinions resulting in the development of curriculum guidelines for each course.

For examples of modified plans for semester courses embodying some features of the nongraded phase-elective curriculum approach, please see the section of materials included in this report relating to Leesburg Senior High School and Mount Dora High School. It should be understood that other high school English departments in the county, insofar as present facilities and available personnel make it possible, are also developing plans which contain similar or other features. All of these plans may be compared with the nongraded phase-elective English curriculum plan described on the previous page in order to determine the extent to which progress has been made toward the future goal.

LEESBURG HIGH SCHOOL

Example 1

Pupil Population
1000-1500

SEMESTER ENGLISH COURSE OFFERINGS--GRADES 9-12

	Phase I	Phase II	Phase III
Grade 9	Communications 100 Composition 100	Communications 103 Composition 103	Communications 105 Composition 105
Grade 10	Communications 234	Communications 244	Composition 222
Grade 10 11 12	American Literature 200 Speech I Drama Workshop	American Literature 203 Speech I Drama Workshop Introductory Journalism Short Stories I	American Literature 205 Speech I Drama Workshop Introductory Journalism Short Stories I
Grade 11 12	Mass Media Study Contemporary Literature	Speech II Twentieth C. Literature Short Stories II Drama Appreciation Word Study Journalism Workshop	Speech II World Literature Short Stories II Drama Appreciation Creative Writing Journalism Workshop
Grade 12			Humanities English Literature College Prep Composition

Special Phases

Classroom Reading Program - for the students who need special help in reading

Communications Lab - for students who need remedial help or for students who desire independent study

MOUNT DORA HIGH SCHOOL

Example 2

Pupil Population
700-900

SEMESTER ENGLISH COURSE OFFERINGS--GRADES 7-12

	Phase I	Phase II	Phase III
Grade 7	Communications 101	Communications 102	Communications 103
Grade 8	Communications 201	Communications 202	Communications 203
Grade 9	Communications 301	Communications 302	Communications 303
Grades 10 11 12	American Literature I Communication and Media Contemporary Literature Drama Workshop Composition Lab	American Literature I Communication and Media Contemporary Literature Drama Workshop Composition Lab Creative Writing Short Stories	American Literature II Composition II Drama Workshop Composition Lab Creative Writing Short Stories
Grades 11 12		Introductory Journalism Journalism Workshop	Introductory Journalism Journalism Workshop World Literature

Special: Communications Laboratory

This consists of a reading-language laboratory area. Students do not register for this but may be selected from English classes for varying intervals of time for individualized instruction in the laboratory.

NOTE: Courses shown above may be offered on a paired basis in some schools. This means that when the student chooses one of the paired courses, he schedules the other course paired with it for the remaining semester. Care must be taken to pair courses which offer variety and phase work of a similar nature. Pairing of courses is a method which can be used in schools where staff is limited.

All courses in grades 10-12 are offered on an elective basis and may be used to fulfill any English credit requirement.

Courses which are multi-phased utilize multiphase materials and provide learning experiences suitable to the individual needs and capabilities of the student.

Tentative Plan for Courses in English, Grades 7-9

Explanation of Phases

Phase 1--Content is designed for the student who needs special assistance with emphasis on basic skills. Techniques and procedures used will be primarily experience- and activity-oriented.

Phase 2--Content is designed for the student who has demonstrated competency in basic skills. Techniques and procedures used will be experience-, activity-, and textbook-oriented.

Phase 3--Content is designed for the student who has excellent command of the basic skills and who is desirous of a more stimulating and challenging learning experience. Techniques and procedures used will be experience-, activity-, text-, and enrichment-oriented.

Also available: Communications-Reading Lab --
Individualized work for students who have serious problems with basic skills; assignment on a regular basis for as long as needed

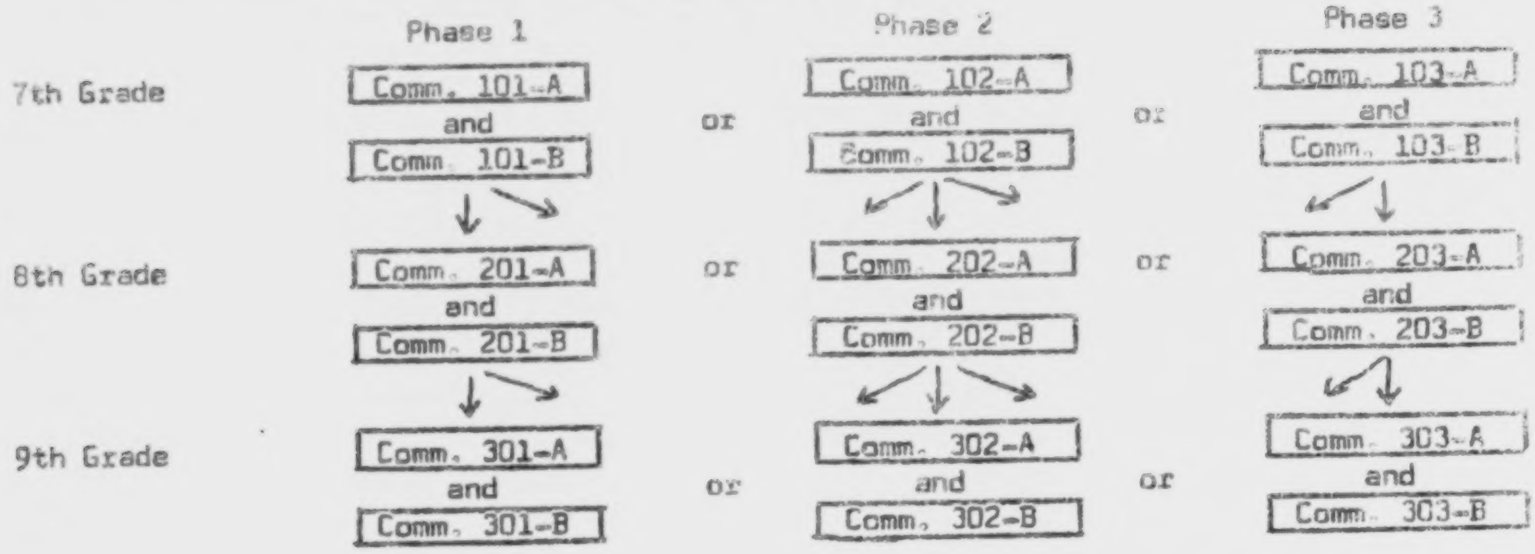
Communications-Reading Lab --
Independent study and enrichment activities for students from Phase 2 and Phase 3 courses who are desirous of stimulating and self-motivated academic learning experiences; assignment on a flexible, temporary basis

Semester Required Courses

Grade	Phase 1	Phase 2	Phase 3
7	Communications 101-A Communications 101-B	Communications 102-A Communications 102-B	Communications 103-A Communications 103-B
8	Communications 201-A Communications 201-B	Communications 202-A Communications 202-B	Communications 203-A Communications 203-B
9	Communications 301-A Communications 301-B	Communications 302-A Communications 302-B	Communications 303-A Communications 303-B

Required Courses, Grades 7-9

Communications 101, 102, 103 (A and B semesters)
Communications 201, 202, 203 (A and B semesters)
Communications 301, 302, 303 (A and B semesters)


Phase 1
Phase 2
Phase 3
7th Grade
Comm. 101-A
and
Comm. 101-B
or
Comm. 102-A
and
Comm. 102-B
or
Comm. 103-A
and
Comm. 103-B
8th Grade
Comm. 201-A
and
Comm. 201-B
or
Comm. 202-A
and
Comm. 202-B
or
Comm. 203-A
and
Comm. 203-B
9th Grade
Comm. 301-A
and
Comm. 301-B
or
Comm. 302-A
and
Comm. 302-B
or
Comm. 303-A
and
Comm. 303-B

The courses indicated above are phased courses which build skills sequentially in the areas of reading, writing, speaking, listening, and thinking. Courses designated with an A after the number have as a major emphasis the study of literature and the development of reading skills. Courses designated with a B after the number have as a major emphasis the development of skills of written and oral expression and an understanding of the structure and uses of language. Each course regardless of its major emphasis is designed to include some reading of literature, some writing activities, some study of the language, some oral language and listening activities, and some emphasis on reading improvement.

Illing Junior High School English Elective Program
Manchester, Connecticut

Grades 7 and 8

1970

ENGLISH ELECTIVE PROGRAM
ILLING JUNIOR HIGH SCHOOL
Lillian T. Segar - Dept. Chairman

In the spring of 1969 teachers requested a change of some description for their English classes. Requirements in spelling, grammar, oral and written composition could be met in three classes per week instead of the scheduled four. This surplus time in many instances had been used for more grammar drill or reading a novel. There is no realistic assistance in the curriculum outline, particularly for a teacher new to the system. Areas of enrichment are vaguely suggested. For some time, customarily a teacher who liked poetry might enrich the curriculum with more study of poetry than another who did not. One who enjoyed creative writing might pursue that area, etc. The instruction was oriented to the ability and interest of the teacher.

A plan was proposed to Mr. Sutliffe, Principal, and Mr. Vincens, Vice Principal, and their approval received for the introduction of an elective program on Monday, November 17, 1969.

Poetry, drama, creative writing, short story, and journalism were the areas of interest selected by five different eighth grade teachers in 1969. These teachers and their classes had an English period common to all so that regrouping was possible without changes in the rest of their schedules. Eight or 10 groups of seventh and eighth graders will participate, hopefully, in the elective program in 1970-71.

Students were asked to make a first and a second choice from the five areas previously mentioned, i.e., poetry, drama, creative writing, short story, and journalism. As far as possible, a student was reassigned to his first choice elective. Each class for the new grouping remains normal class size.

The classes taking part range in ability from honors and average to below grade level. The new elective grouping is heterogeneous in ability, but it places the interested teacher and the interested students in a class with a mutual interest for one English period per week.

Student comments indicated they would like a "mark" or some kind of recognition relating to grades.

Teachers and students both noted high interest and few discipline disturbances. Teachers worked hard to get together and present their respective areas of interest.

Poway Unified School District Course of Study Outline*
Poway, California

Grades 9-12

July 1969

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*Read "Communication Arts: Individualization through Curriculum, Content, and the Small Group" by Frank Barone (California English Journal, Oct. 1969 Also ERIC Document No. ED 042 747) for another description of the Poway English Program.

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: STUDY SKILLS
CODE: 201
PREREQUISITES: NONE
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 9

I. BRIEF DESCRIPTION OF COURSE:

A required course for all Freshmen which provides an orientation to the high school program, vocational guidance and career planning. Emphasis is placed upon the wise use of independent study time and the development of effective study skills.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To acquaint freshmen with the curriculum, requirements and facilities of the high school.
2. To teach freshmen the basic skills of effective study and to improve their study habits.
3. To assist the student in making educational and career plans.

III. CONTENT OF THE COURSE:

The course covers orientation to the high school, use of the library, listening, notetaking and outlining, reading methods, preparing for tests, taking tests, educational and career planning.

IV. SPECIFIC ACTIVITIES:

Activities are based on helping the student do well in his other classes. Much time will be spent in practicing study skills and in learning about the resources available at the high school. In addition, there will be films, records, guest speakers, dramatizations and work in small groups.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

Evaluation is based on the student's progress in his other classes and on his work in this class. There will be homework assignments, a mid-term and a final exam. Conferences will scheduled with the students and their parents.

VI. BASIC TEXT:

None

VII. SUPPLEMENTARY MATERIALS:

1. Performance Curriculum booklet.
2. Program Planning guide.
3. Various pamphlets, books, magazines and other instructional sources.

VIII. AUDIO-VISUAL:

1. Films
2. Slides
3. Tapes
4. Records

REVISION DATES: July, 1967, July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS

COURSE TITLE: FUNDAMENTALS OF COMMUNICATION

CODE: 205

PREREQUISITES: NONE

LENGTH OF COURSE: ONE SEMESTER

CREDITS: FIVE

GRADE LEVELS: 9, 10

I. BRIEF DESCRIPTION OF COURSE:

This course is designed to help the student equip himself with the basic skills for discussion and involvement in a group and to acquire the skills for confident and competent oral presentation of his ideas. In small groups, opportunity will be provided for practicing the approaches to discussion the student has learned. Opportunity will be provided for the student to prepare and present informal talks to his group. Emphasis will be on helping the student acquire the confidence in his own capabilities and ideas that will make it possible for him to use the speech skills he will learn.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To give the student a feeling of confidence when communicating in a group.
2. To assure the student that his ideas are worthwhile and need to be expressed and are accepted.
3. To help the student appreciate the importance of listening to and communicating ideas.

III. CONTENT OF THE COURSE:

1. Informal group discussion.
2. Methods of presenting ideas in groups, with employers, on the telephone, etc.
3. Student involvement in individual and group presentations.

IV. SPECIFIC ACTIVITIES:

1. Discussion
2. Informal talks
3. Lectures
4. Laboratory work
5. Oral presentations in teams, pairs and individually.
6. Improvisations.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Individual progress in discussion and informal talks.
2. Written tests on methods.
3. Attitudes perceived by teacher and students.
4. Student-teacher conferences.

VI. BASIC TEXT:

Talking Is Speech, Ross; MacMillan, 1968

VII. SUPPLEMENTARY MATERIALS:

1. Newspapers
2. Books
3. Magazines
4. All types of research materials.

VIII. AUDIO-VISUAL MATERIALS:

1. Films
2. Slides
3. Tape Recorder
4. Records

REVISION DATES: July, 1967, July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: ORAL COMMUNICATION 1
CODE: 206
PREREQUISITES: NONE
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 9, 10, 11, 12

I. BRIEF DESCRIPTION OF COURSE:

This course is designed to help students develop their ideas and to organize them into presentable speech patterns. Speeches are presented and evaluated. Students will learn to prepare speeches to inform, to entertain, to stimulate, to convince and to persuade. They will also practice extemporaneous speaking. Listening skills, techniques of organization, basic means for argumentation, the identification of faulty reasoning and voice improvement will also be included in the course. While students are in the process of organizing and doing research on their speeches, class time will also be utilized for oral interpretation of poetry and prose.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To teach the student the seven processes basic to speech improvement. From the speaker's point of view, they are: ideas, organization, language, voice, articulation, physical activity and speaking personality.
2. To have the student strive to develop his full powers of rational and creative thinking.
3. To have the student use reasoning and imagination in analyzing the speech situation and adapting the speech to it.

III. CONTENT OF THE COURSE:

1. Selected readings from text.
2. Use of audio-visual materials.
3. Preparation and delivery of speeches.

IV. SPECIFIC ACTIVITIES:

1. Students prepare speeches to be delivered before the class.
2. Students prepare and deliver prose readings.
3. Speech outline and writing is completed using the text materials as a guide.
4. Students will read and listen to outstanding speeches.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

Students are evaluated on the basis of specific speech presentations.

VI. BASIC TEXT:

Speech In American Society, Allen, Anderson, Hough; Merrill Publishing Company

VII. SUPPLEMENTARY MATERIALS:

1. Use of media.
2. Selected speeches and outside lectures.

VIII. AUDIO-VISUAL MATERIALS:

1. The instructor uses the tape recorder to record the speech patterns of the students and to listen to recordings of selected speeches.
2. The phonograph is used to give students further experiences in listening.
3. Films and filmstrips, selected by the instructor from the County audio-visual service, are used to instruct and to give students further listening experiences.
4. Overhead projector transparencies are used to study speech outlining and writing.

REVISION DATES: July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS

COURSE TITLE: ORAL COMMUNICATION 2

CODE: 208

PREREQUISITES: ORAL COMMUNICATION 1

LENGTH OF COURSE: ONE SEMESTER

CREDITS: FIVE

GRADE LEVELS: 10, 11, 12

I. BRIEF DESCRIPTION OF COURSE:

This is an advanced course in the study of speech. Students will continue to develop and perfect the techniques of research, organizing content and speech presentation. The instructor and the students will evaluate the speeches. Students can participate in various speech contests throughout the San Diego County area. Types of speeches include: impromptu, extemporaneous, humorous and interpretation of poetry, dramatic and original. Speeches by the world's best speakers will be read and discussed.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To develop in the student the ability to speak in any speech situation.
2. To help the student develop logical as well as creative thinking.
3. To develop in the student the ability to listen critically to the speeches of others including radio, television and other means of oral communication.

III. CONTENT OF THE COURSE:

1. Student preparation and delivery of specific types of speeches.
2. The study of outstanding speeches.
3. The study of delivery and style.
4. The study of discussion techniques and the purposes for discussion.

IV. SPECIFIC ACTIVITIES:

1. Student speeches
2. Panel discussions
3. Optional participation in tournaments;
4. Optional attendance at lectures;
5. Reading and listening to speeches.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

Students are evaluated on the basis of specific speech presentations.

VI. BASIC TEXT:

None

VII. SUPPLEMENTARY MATERIALS:

1. Speech materials available in Library and Resource Centers.
2. Films, radio programs, television programs are reviewed to study methods of delivery and to evaluate the speech or discussion.

REVISION DATES: July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS

COURSE TITLE: COMPETITIVE SPEECH AND DEBATE

CODE: 210

PREREQUISITES: TEACHER APPROVAL

LENGTH OF COURSE: ONE SEMESTER (MAY BE REPEATED)

CREDITS: FIVE

GRADE LEVELS: 10, 11, 12

I. BRIEF DESCRIPTION OF COURSE:

A study and practice of competitive speech and debate. Students will prepare to enter inter-scholastic, speech tournaments. Students will be required to participate in contests throughout San Diego County. Dramatic, original, humorous, poetry, impromptu, extemporaneous and debate are the various events. Students will visit other high schools and colleges that are having contests.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To prepare students to participate in local speech tournaments.
2. To develop in the student the ability to handle a variety of competitive speech situations.

III. CONTENT OF THE COURSE:

1. Student prepared speeches.
2. Development of affirmative and negative debate topics.

IV. ACTIVITIES:

1. Attending contests.
2. Listening to speeches and debates.
3. Debate projects.

V. MEANS AND METHODS OF EVALUATION:

1. Teacher-student evaluation of speeches.
2. Review of contest judges' evaluations.

VI. BASIC TEXT:

None

VII. SUPPLEMENTARY MATERIALS:

1. Issues
2. Newsweek
3. U.S. News and World Report
4. Times
5. Available reference materials from library and Resource Center.

VIII. AUDIO-VISUAL MATERIALS:

Use of multi-media.

REVISION DATES: July, 1969

POWAY HIGH SCHOOL COURSE OF STUDY OUTLINE PAGE NUMBER CA-5

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: FUNDAMENTALS OF WRITING
CODE: 220
PREREQUISITES: NONE
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 9, 10

I. BRIEF DESCRIPTION OF COURSE:

This is a basic writing course designed to help the student who is deficient in the area of writing. The student will learn to use a variety of sentence patterns; to organize unified paragraphs to suit their writing to their audience and purpose. Attention will particularly be given to the writing skills needed to succeed in school and in the workaday world.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

This course is designed to help the student acquire the basic writing skills generally found important both for his self-satisfaction, his work in school and his contact with society.

III. CONTENT OF THE COURSE:

Attention will be given to helping the student acquire comfortable familiarity with patterns for English sentences, paragraphs, spelling, punctuation and usage. Students will also read fiction and non-fiction as a background for writing.

IV. SPECIFIC ACTIVITIES:

1. Written exercises:
    a. Vocabulary development;
    b. Sentence expansion;
    c. Paragraph expansion;
    d. Use of figures of speech;
    e. Use of specific and concrete words;
    f. Student revisions of written work.
2. Maintaining a journal.
3. Correlated reading.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

Students will be evaluated on the progress made in mastering the basic skills of writing. Student progress will be evaluated, not as he progresses in relation to his classmates, but as he progresses in relation to his starting point.

VI. BASIC TEXT:

None

VII. SUPPLEMENTARY MATERIALS:

Guide To Modern English, Corbin; Scott Foresman, 1960

VIII. AUDIO-VISUAL MATERIALS:

1. Films
2. Records
3. Transparencies

REVISION DATES: July, 1967, July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: COMPOSITION 1
CODE: 225
PREREQUISITES: NONE
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 9, 10, 11, 12

I. BRIEF DESCRIPTION OF COURSE:

This course is designed to give the student basic skills in expository (i.e., informative, explanatory) writing. While the emphasis is on organization, limiting of topic, using facts to support a thesis, clarity, conciseness and basic research techniques; units will be devoted to creative writing in which the student will practice creating scenes, moods, abstractions and characters. This course should be of value to all students because it will aid them in writing term papers, reports, essay tests and organizing talks. Students will be urged to make use of the think, write, revise technique suggested in this course in their writing for other courses.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To increase the awareness of the technology of written communication.
2. To develop skill in producing writing that is clear and concise, informative and creative, writing that reflects the personality of the student writer.
3. To increase student self-confidence in communicating through the written word.
4. To expand student perception of the world around him in order to translate experience through writing.

III. CONTENT OF THE COURSE:

1. Directed guided writing of the sentence, paragraph and short paper.
2. Teacher-student evaluation of skills in writing the sentence, paragraph and short paper.
3. Reading of selected literary excerpts as constructive background material for student writing.
4. Maintenance of student journals.
5. Use of multi-media.

IV. SPECIFIC ACTIVITIES:

1. Writing Exercises:
    a. Revision;
    b. The paragraph;
    c. Unity;
    d. Point of view;
    e. Connectors;
    f. Character analysis;
    g. Abstraction and classification;
    h. Figures of speech;
    i. Connotation and denotation;
    j. Synonyms;
    k. Use of specific, concrete words;
    l. Audience level.
2. Correlated reading.
3. Maintaining a journal.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT.

1. Teacher-student evaluation of compositions.
2. Teacher evaluation of student writing techniques.
3. Journal evaluation.
4. Revision of original compositions.

VI. BASIC TEXT:

Writing, Unit Lessons In Composition, Brown; Ginn, 1964

VII. SUPPLEMENTARY MATERIALS:

1. Webster's Collegiate Dictionary
2. Practical English Magazine
3. Cavalcade Magazine
4. Other resource materials in the Library and Resource Center.

VIII. AUDIO-VISUAL MATERIALS:

1. Films
2. Film strips
3. Slides
4. Records
5. Tapes
6. Transparencies
7. Overhead and opaque projectors

REVISION DATES: July, 1967, July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS

COURSE TITLE: COMPOSITION 2

CODE: 227

PREREQUISITES: COMPOSITION 1

LENGTH OF COURSE: ONE SEMESTER

CREDITS: FIVE

GRADE LEVELS: 10, 11, 12

I. BRIEF DESCRIPTION OF THE COURSE:

Composition 2 is designed for students who have mastered the basic structure of a sentence, a paragraph and an essay (with an introduction, body and conclusion). Students will read poetry, drama, short stories, essays and novels. They will keep a written record --variously formal, informal and creative of their thoughtful interaction with the reading.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To think logically and creatively.
2. To read discriminatingly and with enthusiasm.
3. To write logically, cohesively, originally and effectively.
4. To increase student perception of the literary style of selected writers.

III. CONTENT OF THE COURSE:

1. Selected readings in the novel, short story, essay, drama and poetry.
2. Informal, formal and creative writing by the student.
3. Small group discussions; conferences with the teacher.

IV. SPECIFIC ACTIVITIES:

1. Assigned reading for home and class (textbook and collateral)
2. Class discussions--general and directed.
3. Oral and written reports on topics arising from literature.
4. Creative writing which incorporates skills learned from the readings.
5. Student journals.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Written work.
2. Student-teacher conferences.
3. Student readings of literary selections.
4. Final examination.

VI. BASIC TEXT:

None

VII. SUPPLEMENTARY MATERIALS:

1. Elements of Style, Strunk and White; MacMillan, 1959
2. Available materials in library and Resource Center.

VIII. AUDIO-VISUAL MATERIALS:

1. Films
2. Tapes
3. Records
4. Transparencies

REVISION DATES: July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT:	COMMUNICATION ARTS
COURSE TITLE:	ENGLISH USAGE AND COMPOSITION
CODE:	235
PREREQUISITES:	"B" GRADE IN COMPOSITION 1
LENGTH OF COURSE:	ONE SEMESTER
CREDITS:	FIVE
GRADE LEVELS:	11, 12

I. BRIEF DESCRIPTION OF COURSE:

This course is designed for the college bound student who wishes to prepare himself for entrance and scholarship examinations and Freshman English by studying grammar, acceptable English usage, vocabulary and writing style. The course, featuring an investigation of current levels of usage and language, will concentrate on expository writing and advanced skills in writing style.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To develop advanced skills in style and usage.
2. To develop expository writing ability.
3. To help prepare college bound students for freshman composition.

III. CONTENT OF THE COURSE:

Emphasis will be placed on students' skill in developing English usage and expository writing.

IV. SPECIFIC ACTIVITIES:

Students will write paragraphs and essays--concentrating on style and ideas. Their writing will be examined regularly and discussed with them by the teacher and the rest of the class.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

Students will be evaluated by means of teacher-class evaluation, individual conferences, progress in writing ability and grasp of basic English grammar and usage skills.

VI. BASIC TEXT:

None

VII. SUPPLEMENTARY MATERIALS:

1. Supplementary books.
2. Other library sources.

VIII. AUDIO-VISUAL MATERIALS:

1. Films
2. Transparencies

REVISION DATES: July, 1969

POWAY HIGH SCHOOL COURSE OF STUDY OUTLINE PAGE NUMBER CA-9

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: CREATIVE WRITING
CODE: 240
PREREQUISITES: "B" GRADE IN COMPOSITION 1 OR TEACHER APPROVAL
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 10, 11, 12

I. BRIEF DESCRIPTION OF COURSE:

Creative writing is designed to give students experience in the theory and practice of prose and poetry. The student learns to make his own meanings more clear through the group study of word patterns. He develops a keener appreciation of literary works through his personal exploration of both content, form and literary senses.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To develop a keener appreciation of literary works through personal exercises in poetry and prose.
2. To promote creative endeavors that will lead to satisfactory personal values.
3. To promote a sharper awareness of life's many sides.
4. To develop creative, yet communicative, competencies in written expressions.

III. CONTENT OF THE COURSE:

1. Students try their hand at various genre; short story, essay article.
2. Poetic forms are attempted. Formal: sonnet, ode, elegy; informal; free verse.
3. Writing leaders are studied for style; Hemingway, Joyce, Whitman and Dickinson and others are included.
4. A literary journal is completed. This contains values of a theme on such topics as the individual and society.

IV. SPECIFIC ACTIVITIES:

1. Reading
2. Observation
3. Thinking
4. Discussing
5. Writing
6. Evaluating
7. Publishing
8. Cadet teaching experience

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Written work.
2. Student progress in blending the discipline and creative aspects of writing.
3. Quizzes, objective and essay tests.

VI. BASIC TEXT:

None

VII. SUPPLEMENTARY MATERIALS:

1. Selected poems and prose work by recognized and new literary men and women.
2. Other resource materials available in the library and in the Resource Center.

VIII. AUDIO-VISUAL MATERIALS:

1. Recordings
2. Films
3. Paintings and prints
4. Field trips

REVISION DATES: July, 1967, July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: JOURNALISM 1
CODE: 245
PREREQUISITES: "C" GRADE OR BETTER IN COMPOSITION
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 10, 11

I. BRIEF DESCRIPTION OF COURSE:

Emphasis is placed on basic newswriting; the feature story, the editorial, newspaper layout and the role of journalism in the development and preservation of Democracy. This is primarily a non-lecture, laboratory course with the student experiencing guided practice in writing for clarity and intelligence in communicating information with accuracy and fairness. In this course, the student receives individual help in development of writing and editing skills. The individual writing conference is used extensively. The course is designed to help students improve their writing and thinking. Basic logic and its application in the gathering, selection, organization and presentation of information is studied and practiced. The opportunity for responsible self-expression is a basic characteristic of the course.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To use logic in thinking.
2. To make accurate observations.
3. To communicate in writing.
4. To read discriminatingly.
5. To increase student desire and his ability in self-expression.
6. To function effectively in our Democratic society.
7. To use communications in achieving life success.

III. CONTENT OF THE COURSE:

1. Guided writing and editing of news, feature stories, editorial and layout materials.
2. Analysis by the instructor and by students is undertaken frequently in the evaluation of student writing and newspaper examination.
3. Historical and practice studies of journalism in the United States.
4. Analyses of the values and the responsibilities in self-expression are accomplished frequently and repeatedly.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Student and instructor evaluation of student writing.
2. Instructor observation of student group participation.
3. Student evaluation of the school newspaper.
4. Instructor-designed examinations.
5. Student-designed examinations.
6. Evaluation of student-designed examinations.
7. Observation of student reaction to commercial newspapers, radio newscasts and television newscasts.
8. Observation of student use and non-use of logic in writing and reading.

VI. BASIC TEXT:

Mass Media, Reporting, Writing and Editing, Rivers; Harper Row, 1964

VII. SUPPLEMENTARY MATERIALS:

1. Supplementary books.
2. Newspapers.
3. Magazines.
4. Other resources available in the library and in the Resource Center.

VIII. AUDIO-VISUAL MATERIALS:

1. Films
2. Filmstrips

REVISION DATES: July, 1967, July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: JOURNALISM 2
CODE: 247
PREREQUISITES: JOURNALISM 1 AND TEACHER APPROVAL
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 10, 11, 12

I. BRIEF DESCRIPTION OF COURSE:

Journalism 2 is a course in which the student applies and refines those skills developed in Journalism 1. With guidance by the teacher, students write and edit Poway High School's student newspaper, The Iliad. Students are guided into special commercial newspaper activities. As time permits, students who have individual interests in radio and television journalism are introduced to the techniques of these media.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To increase student ability to apply logic in thinking and writing.
2. To increase student ability to record, filter and present what they observe.
3. To increase student skill in discriminating newspaper reading.
4. To increase student desire and ability in self-expression.
5. To increase student ability to function favorably in our democratic society.
6. To increase student ability to use communications in achieving life success.

III. CONTENT OF THE COURSE:

1. Students use most of their time in the guided activity of producing The Iliad.
2. Observation of newspaper, radio and television commercial journalism.
3. Discussion of the ways in which good journalism aids the development and preservation of democracy occurs throughout the course.
4. Evaluation of The Iliad's role in school life is accomplished continually.

IV. SPECIFIC ACTIVITIES:

1. Writing the school newspaper.
2. Editing the school newspaper.
3. Evaluating the school newspaper.
4. Evaluating other school newspapers.
5. Observing commercial newspapers, radio and television activities.
6. Discussing journalism's role in democracy.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Student evaluation of student writing and editing.
2. Instructor evaluation of student evaluations.
3. Student-instructor evaluation of commercial journalism practices.
4. Instructor evaluation by observation of student-staff activities.

VI. BASIC TEXT:

Mass Media, Reporting, Writing and Editing, Rivers; Harper Row, 1964

VII. SUPPLEMENTARY MATERIALS:

1. Supplementary books
2. Newspapers
3. Magazines

VIII. AUDIO-VISUAL MATERIALS:

1. Light table for paper layout.
2. Opaque projector.
3. Overhead projector.
4. Films.
5. Film strips.
6. Transparencies

REVISION DATES: July, 1967, July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: INTRODUCTION TO LITERATURE
CODE: 250
PREREQUISITES: NONE
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 9, 10

I. BRIEF DESCRIPTION OF COURSE:

In this course, students will learn how to handle literature as an Art, as entertainment and as a way of learning about other people. Emphasis will be on learning how to read and deal with the various literary forms: Poetry, drama, short story, novel, essay, film. Students will learn to develop criteria for judging the relative value of literary content. This course is a prerequisite to all other literature courses.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To develop skills in interpretation, appreciation and evaluation
2. To develop an understanding of social and cultural trends through literature.
3. To develop student ability to examine the world around him through literary experiences.

III. CONTENT OF THE COURSE:

1. Reading and discussion of literature.
2. Discussion of how to read and appreciate literary forms.

IV. SPECIFIC ACTIVITIES:

1. Assigned readings.
2. Class discussions - general and directed.
3. Short papers on topics arising from literature.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Student readings.
2. Student teacher conferences.
3. Student writing and presentations.

VI. BASIC TEXT:

Literature Of The World, James; McGraw Hill, 1963

VII. SUPPLEMENTARY MATERIALS:

Selected materials available in the library and in the Communication Arts Resource Center.

VIII. AUDIO-VISUAL MATERIALS:

1. Films
2. Film strips
3. Recordings to be selected
4. Tapes

REVISION DATES: July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT:	COMMUNICATION ARTS
COURSE TITLE:	CONTEMPORARY LITERATURE
CODE:	254
PREREQUISITES:	NONE
LENGTH OF COURSE:	ONE SEMESTER
CREDITS:	FIVE
GRADE LEVELS:	9, 10

I. BRIEF DESCRIPTION OF COURSE:

This course is designed to help students build a pleasant and growing association with books. In addition, the intent is to examine the mass media critically in order to help the student provide himself with the critical tools that will make him an astute reader, viewer and consumer.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

This course is intended to provide young people with the critical tools, background knowledge and pleasant associations necessary for appreciation and enjoyment of reading as a leisure time activity.

III. CONTENT OF THE COURSE:

To the end stated above, students will read current magazines, collections of short stories, appropriate poetry, selected contemporary novels, contemporary biography, books dealing with current political and social issues and view appropriate television programs, movies and live theater.

IV. SPECIFIC ACTIVITIES:

To complete the course successfully, the student will be asked to participate in discussions, to write brief informal essays regarding issues raised in discussion and reading; to read approximately 50 pages weekly and to use the approaches to literature that will engage his enjoyment and appreciation of reading as a leisure activity.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Student readings.
2. Measurement of change in attitudes.
3. Informal essays.
4. Final examination.

VI. BASIC TEXT:

Literary Types II Series:
- a. Short Stories II, Scheld;
- b. Non Fiction II, Baum;
- c. Poetry II, Peterson;
- d. Drama II, Redman;

MacMillan, 1962

VII. SUPPLEMENTARY MATERIALS:

1. Available literature in library and Resource Center.
2. Multi-Media.

VIII. AUDIO-VISUAL MATERIALS:

1. Filmstrips
2. Television
3. Theatre
4. Magazines
5. Newspapers

REVISION DATES: July, 1967, July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS

COURSE TITLE: AMERICAN LITERATURE 1

CODE: 260

PREREQUISITES: COMPOSITION 1, INTRODUCTION TO LITERATURE

LENGTH OF COURSE: ONE SEMESTER

CREDITS: FIVE

GRADE LEVELS: 10, 11, 12

I. BRIEF DESCRIPTION OF COURSE:

A general survey of the major writings of America with emphasis on modern literature. The various forms of literature (essay, poetry, short story, novel and drama) will be read accompanied by critical analysis of plot, character, setting, theme, symbol, mood, etc. Class activities will include papers, oral reports and discussions. Students will be expected to do outside reading as well as examine available records, tapes, video tapes, film strips and other media.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To develop a knowledge and appreciation of representative authors, works, philosophies and themes influential in American culture.
2. To develop an appreciation of the forms of literature.
3. To provide students with interesting and valuable reading experiences that will continue, expand and be useful in life.
4. To provide an understanding of the cultural heritage of our country.

III. CONTENT OF THE COURSE:

1. A study of American novels, essays, short stories and poetry.
2. The development of methods of critical analyses and evaluation.
3. Selected readings to develop a knowledge and appreciation of those authors, works and major philosophies that have influenced the growth of literature in America.
4. The development of research methods.

IV. SPECIFIC ACTIVITIES:

1. Lectures.
2. Small group discussions
3. Readings.
4. Written assignments.
5. Research papers on selected topics.
6. Oral Reports on selected research topics.
7. Independent examination of audio-visual materials.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Objective and essay tests.
2. Class discussions on authors, readings, philosophies.
3. Oral and written reports.
4. Evaluation of written assignments.
5. Evaluation of research papers.
6. Individual conferences.

VI. BASIC TEXT:

Heritage Series:
a. The Changing Years Of American Literature, Wachner;
b. The Early Years Of American Literature, Wachner;
MacMillan, 1963.

VII. SUPPLEMENTARY MATERIALS:

1. Supplementary books.
2. Selected paperbacks.
3. Other resource materials in the library and Resource Center.

VIII. AUDIO-VISUAL MATERIALS:

1. Films
2. Film strips
3. Slides
4. Records
5. Tapes
6. Transparencies
7. Overhead and opaque projectors

REVISION DATES: July, 1967, July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS

COURSE TITLE: AMERICAN LITERATURE 2

CODE: 262

PREREQUISITES: AMERICAN LITERATURE 1

LENGTH OF COURSE: ONE SEMESTER

CREDITS: FIVE

GRADE LEVELS: 11, 12

I. BRIEF DESCRIPTION OF COURSE:

A special topics class which will concentrate on two or three major themes during the semester. Course content depends upon joint decision of the students and instructor. It may include modern poetry, alienation in modern American literature, the 20th Century novel, modern theater, science fiction, modern short story, the hero in modern fiction. Students will be required to do considerable outside reading in addition to papers, oral presentations and discussions.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To develop a knowledge and appreciation of representative modern American authors, works, philosophies and themes influential in American culture.
2. To develop an appreciation of the forms of literature.
3. To provide students with interesting and valuable reading experiences that will continue, expand and be useful in life.
4. To provide an understanding of the cultural heritage of our country.

III. CONTENT OF THE COURSE:

1. A study of 2 or 3 major themes in modern American literature.
2. The further development of methods of critical analysis and evaluation.
3. Reading of a wide and varied nature that will develop and support the themes selected.
4. Use of multi-media.

IV. SPECIFIC ACTIVITIES:

1. Writing and reading of critical reviews.
2. Development of bibliography for a particular theme.
3. Reading.
4. Group activities including discussion, role playing, reporting.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Objective and essay tests.
2. Class discussions on authors, readings, philosophies.
3. Oral and written reports.
4. Evaluation of written assignments.
5. Individual conferences.

VI. BASIC TEXT:

Heritage Series:
- a. Contemporary American Drama, Barrows;
- b. Contemporary American Poetry, Foster;
- c. Contemporary American Prose, Wachner; MacMillan, 1963

VII. SUPPLEMENTARY MATERIALS:

1. Supplementary books
2. Supplementary magazines
3. Selected paperbacks
4. Other resource materials in the library and resource center.

VIII. AUDIO-VISUAL MATERIALS:

1. Films
2. Filmstrips
3. Slides
4. Records
5. Tapes
6. Transparencies
7. Overhead and opaque projectors

REVISION DATES: July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS

COURSE TITLE: ENGLISH LITERATURE 1

CODE: 264

PREREQUISITES: COMPOSITION 1, AND A PREVIOUS LITERATURE COURSE

LENGTH OF COURSE: ONE SEMESTER

CREDITS: FIVE

GRADE LEVELS: 11, 12

I. BRIEF DESCRIPTION OF COURSE:

This course offers the student the opportunity to read selected literary works that have shaped and influenced the culture of England up to and including the 19th century, as well as having influenced our own literary heritage. The student shares his reading experiences with others in his small group. Students will be asked to read poems, novels, dramas and essays of their own selection as well as those suggested by the instructor. Authors include such writers as Chaucer, Marlowe, Shakespeare, Donne, Swift, Pope, Defoe, Goldsmith, Wordsworth, Coleridge and Keats. The student will write a short essay at the end of each unit covered. He may also be asked to write major term papers.

II. MAJOR AIMS AND OBJECTIVES:

1. To develop an acquaintance with the works of great writers in the English language.
2. To acquaint students with the beginnings and development of literary forms.
3. To develop student ability to examine the world around him through literary experience.
4. To provide meaningful reading experiences.

III. CONTENT OF COURSE:

1. Selected readings in the novel, short story, essay, drama and poetry.
2. Lecture materials on literary forms, developments and the lives and writings of significant early English authors.
3. Small group discussions related to the reading experiences of students.
4. Use of multi-media.

IV. SPECIFIC ACTIVITIES:

1. Assigned reading for home and class (textbook and collateral).
2. Class discussions--general and directed.
3. Oral and written reports on topics arising from literature.
4. Term papers.
5. Lectures.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Written work
2. Student-teacher conferences
3. Student readings of literature
4. Tests

VI. BASIC TEXT:

Heritage Series:
- a. The Early Years Of English Literature, Barrows;
- b. English Literature, Romantic and Victorian Writers, Frey;
- c. English Literature, Spenser to Goldsmith, Kobler; MacMillan, 1963

VII. SUPPLEMENTARY MATERIALS:

1. Supplementary books
2. Selected paperbacks
3. Other supplementary materials in the library and resource center.

VIII. AUDIO-VISUAL MATERIALS:

1. Films
2. Film strips
3. Slides
4. Records
5. Tapes
6. Overhead and opaque projectors
7. Transparencies

REVISION DATES: July, 1967, July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: ENGLISH LITERATURE 2
CODE: 266
PREREQUISITES: COMPOSITION 1, AND A PREVIOUS LITERATURE COURSE
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 11, 12

I. BRIEF DESCRIPTION OF COURSE:

This course offers the student the opportunity to read selected literary works by contemporary and modern English authors. Some of the authors include Hardy, Conrad, Wells, Maugham, Yeats, Huxley, Orwell, Eliot, Greene, Shaw and Golding. The student will share these reading experiences with others in his small group. Students will become acquainted with trends and developments in poetry, drama and the novel. A short essay will be required at the end of each unit covered and major term papers may also be required.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To develop an acquaintance with significant 20th Century English writers.
2. To become aware of trends and developments in poetry, drama and the novel.
3. To provide interesting and valuable reading experiences that will continue, expand and be useful in life.
4. To relate reading experiences to the social and personal experiences familiar to the student.

III. CONTENT OF THE COURSE:

1. Selected and suggested readings in poetry, short story, essay, drama and the novel.
2. Lecture materials on literary forms, trends, developments, critical analysis and the lives and writings of significant twentieth century English writers.
3. Small group discussions related to the reading experiences of students.
4. Use of multi-media.

IV. SPECIFIC ACTIVITIES:

1. Selected and suggested readings.
2. Lectures.
3. Small group discussions, unstructured and directed.
4. Student essays on units covered.
5. Term papers.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Student essays and term papers.
2. Student readings of literature.
3. Student-teacher conferences.
4. Objective and essay examinations.

VI. BASIC TEXT:

Heritage Series:
a. English Literature, Romantic and Victorian Writers, Frey;
b. English Literature, Spenser to Goldsmith, Kobler;
c. Modern English Drama, Barrows;
d. Modern English Prose and Poetry, Kubat;
MacMillan, 1963

VII. SUPPLEMENTARY MATERIALS:

1. Selected paperbacks.
2. Other supplementary reading materials in the library and resource center.
3. Supplementary books.

VIII. AUDIO-VISUAL MATERIALS:

1. Films
2. Film strips
3. Slides
4. Records
5. Tapes
6. Transparencies

REVISION DATES: July, 1967, July, 1969

DEPARTMENT: COMMUNICATION ARTS

COURSE TITLE: WORLD LITERATURE 2

CODE: 270

PREREQUISITES: "B" GRADE IN COMPOSITION AND TWO PREVIOUS LITERATURE CLASSES

LENGTH OF COURSE: ONE SEMESTER

CREDITS: FIVE

GRADE LEVELS: 11, 12

I. BRIEF DESCRIPTION OF COURSE:

This course offers the capable student the opportunity to read major literary works from other nations and cultures as well as his own. Students select their own titles from suggested and recommended reading lists. The student then shares his reading experiences with others in his small group. The student will be asked to read authors such as Ibsen, Strindberg, Chekov, Tolstoi, Dostoievski, Hesse, Sophocles, Shaw, Shakespeare and significant modern writers.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To acquaint the student with the major literary works from other nations and cultures.
2. To discuss and evaluate the human experiences and values contained in such works.
3. To expand and develop student ability to aesthetically appreciate and critically examine literary experiences.

III. CONTENT OF THE COURSE:

1. Selected readings in the novel, short story, essay, drama and poetry.
2. Lectures, discussions and media presentations.
3. Written responses and research by students on selected themes.

IV. SPECIFIC ACTIVITIES:

1. Lectures and media presentations.
2. Small group discussion--unstructured and directed.
3. Assigned and student selected readings.
4. Written responses and research by students on selected themes.
5. Individual and group presentations; formal or creative.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Student reading
2. Student writing and presentations
3. Student-teacher conferences
4. Final examination

VI. BASIC TEXT:

The World In Literature, Warnock; Scott Foresman, 1959

VII. SUPPLEMENTARY MATERIALS:

1. Teacher and student selected prose, poetry and drama.
2. Other resources available in the library and English Resource Center.
3. Multi-media.

VIII. AUDIO-VISUAL MATERIALS:

1. Extensive use of available multi-media.
2. Field trips.

REVISION DATES: July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: DRAMA 1
CODE: 274
PREREQUISITES: NONE
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 9, 10, 11, 12

I. BRIEF DESCRIPTION OF COURSE:

This course is designed to introduce students to elements, theories and background of the contemporary theater. The students will explore the many roles of involvement such as audience, critics, actor, technician, etc. They will read plays, attend productions, will be invited and encouraged to participate in school productions (all areas). The students will participate in a variety of exercises designed to demonstrate the difficulty and depth of involvement, emotion and sensitivity demanded by this art.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To develop skills in interpretation and appreciation for drama.
2. To develop understanding of the cultural and social movement of the theater.
3. To involve the students personally in the dramatic art form.

III. CONTENT OF THE COURSE:

1. Introduction to contemporary theater.
2. Reading plays and criticisms of contemporary theater.
3. Study of history of the theater.

IV. SPECIFIC ACTIVITIES:

1. Viewing films, listening to tapes and records.
2. Field trips.
3. Exercises such as improvisations and study of specific scenes.
4. Reading plays.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Student-teacher conferences.
2. Reports and critiques.

VI BASIC TEXT:

On Stage Everyone, Barnes; MacMillan, 1961

VII. SUPPLEMENTARY MATERIALS:

1. Plays
2. Critical material, essays, etc.
3. Tapes and records

VIII. AUDIO-VISUAL MATERIALS:

1. Tape recorder
2. Movie projector
3. Record player

REVISION DATES: July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT:	COMMUNICATION ARTS
COURSE TITLE:	DRAMA 2
CODE:	276
PREREQUISITES:	DRAMA 1 AND APPROVAL OF INSTRUCTOR
LENGTH OF COURSE:	ONE SEMESTER
CREDITS:	FIVE
GRADE LEVELS:	10, 11, 12

I. BRIEF DESCRIPTION OF COURSE:

This course is an in-depth study of dramatic literature. The students will read, attend and discuss and analyze plays.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To give the students an intensive study of dramatic literature.
2. To give the students an opportunity to relate to drama on an intellectual level.

III. CONTENT OF THE COURSE:

1. Reading, discussing and evaluating plays.
2. View plays and films.

IV. SPECIFIC ACTIVITIES:

1. Read plays and criticisms of plays.
2. Class discussions of plays.
3. Field trips.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Students will be evaluated on their participation in class discussions, analysis of plays and play reviews.
2. Written analysis and reviews.

VI. BASIC TEXT:

None

VII. SUPPLEMENTARY MATERIALS:

Plays and critical essays available in library and resource center.

VIII. AUDIO-VISUAL MATERIALS:

1. Tape recorder
2. Movie projector
3. Record player

REVISION DATES: July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: READING SKILL DEVELOPMENT
CODE: 280
PREREQUISITES: NONE
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 9, 10, 11, 12

I. BRIEF DESCRIPTION OF COURSE:

This course provides guidance in the development of reading and language skills. The course begins where a student is in reading ability and furthers his language growth to the greatest extent. The reading program provides for the continued development of skills, abilities, attitudes and understanding; beginning with the student's present development and guiding him into as much growth as possible. The reading program is threefold: developmental, corrective and remedial.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To develop a wide use of reading practices.
2. To develop enthusiasm and interest in reading.
3. To develop new techniques or skills in reading a variety of material.
4. To integrate the language arts with the reading program to build greater communication skills.
5. To develop greater independence in purposeful reading and study.

III. CONTENT OF THE COURSE:

The reading program includes content which provides for the continued development of basic skills, abilities in think-oral language word perception, comprehension, application and versatility. Students are introduced to the reading laboratory and to other mechanical equipment for the development of reading abilities.

IV. SPECIFIC ACTIVITIES:

1. Word analysis
2. Vocabulary building
3. Word recognition
4. Prefixes
5. Suffixes
6. Listening
7. Oral reading
8. Silent reading

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Pre-tests to determine basic skills.
2. Evaluation for growth of understanding.
3. Evaluation of techniques in reading.
4. Standardized tests.
5. Evaluation of reading speed.
6. Evaluation of reading comprehension.

VI. BASIC TEXT:

None

VII. SUPPLEMENTARY MATERIALS:

A variety of reading materials are used from all subject areas with varying degrees of difficulty designed to meet the wide range of reading abilities of students. Standardized skill builders such as S.R.A. materials are utilized.

VIII. AUDIO-VISUAL MATERIALS:

1. Tape recorder
2. Films
3. Reading accelerators
4. EDL Skill-builders

REVISION DATES: July, 1965, July, 1967, July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: READING SEMINAR
CODE: 284
PREREQUISITES: NONE
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 11, 12

I. BRIEF DESCRIPTION OF COURSE:

Reading Seminar is for students who do not intend to enroll in a four year college program. Students will read individually and in groups during class time. They are encouraged to read short stories, novels, plays, magazines, etc. which are to their individual tastes. Evaluation is based on quantity of reading, written reports and discussion with designated Communication Arts teachers, with the seminar teacher and with fellow students. The class may be recorded on a contractual basis.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To encourage the student to think of reading as a leisure time activity--as pleasure.
2. To encourage the student to exercise his own discrimination in accordance with his abilities and tastes.

III. CONTENT OF THE COURSE:

1. Individually selected readings in novels, short stories, essays, drama, poetry, magazines, etc.
2. Discussion with teachers and small groups of students.
3. Short compositions.

IV. SPECIFIC ACTIVITIES:

1. Reading individually selected material during class time.
2. Talking about this reading with the teacher or with students or with other teachers.
3. Writing reports.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Written contracts between the teacher and the student. This contract might also indicate how the student wishes to have his reading evaluated--whether by written work or by oral reporting.
2. Student readings of literature.
3. Student-teacher conferences.
4. Final examination.

VI. BASIC TEXTS:

None

VII. SUPPLEMENTARY MATERIALS:

1. Books from the library.
2. Paperback books from Communication Arts Resource Center.
3. Other books and magazines.

VIII. AUDIO-VISUAL MATERIALS:

1. Films.
2. Records.

REVISION DATES: July, 1969

POWAY UNIFIED SCHOOL DISTRICT
POWAY, CALIFORNIA

DEPARTMENT: COMMUNICATION ARTS
COURSE TITLE: INTRODUCTION TO THE HUMANITIES
CODE: 290
PREREQUISITES: COMPOSITION 1 AND INTRODUCTION TO LITERATURE
LENGTH OF COURSE: ONE SEMESTER
CREDITS: FIVE
GRADE LEVELS: 11, 12

I. BRIEF DESCRIPTION OF COURSE:

This course is designed as a student-centered approach to the study of Humanities. By focusing on specific men, themes, events, cities or periods of time, students will explore the dignity of man and his relations with nature, other men and within himself. To understand and appreciate their own positions in society, students will explore man's thinking, art, music, science, literature, architecture and history at different stages of man's development; past, present and immediate future.

II. MAJOR AIMS AND OBJECTIVES OF THE COURSE:

1. To create or refine student awareness of man's hopes, accomplishments, philosophies and culture.
2. To involve students in the study of man in order that they may perceive their own worth and role in present and future society.
3. Student involvement in the exploration of man through individual and group presentations.

III. CONTENT OF THE COURSE:

1. Teacher and student selections in the areas of philosophy, art, music, literature, science, architecture and history.
2. Teacher and student multi-media presentations.
3. As a student-centered designed course, much of the content will be determined from areas of exploration chosen by the students.

IV. SPECIFIC ACTIVITIES:

1. Lectures.
2. Small group discussion--unstructured and directed.
3. Multi-media presentations.
4. Individual and group explorations of selected areas of study.
5. Individual and group presentations, formal or creative.
6. Cultural and informative field trips.

V. MEANS OR METHODS OF EVALUATING STUDENT ACHIEVEMENT:

1. Student-teacher conferences.
2. Student-teacher evaluation of individual and group presentations.
3. Periodic essays.
4. Final examination.

VI. BASIC TEXT:

None

VII. SUPPLEMENTARY MATERIALS:

1. Library
2. Resource Centers
3. Multi-media

VIII. AUDIO-VISUAL MATERIALS:

1. Extensive use of available multi-media.
2. Student produced media: film, art, music, etc.

REVISION DATES: July, 1969

Leitchfield High School Phase-Elective English Program
Leitchfield, Kentucky

Grades 11 and 12

1970-1971

Phase Elective English
Leitchfield High School
Leitchfield, Kentucky

The teachers in the English department of Letichfield High School have felt for sometime that our class offerings for juniors and senior students were inadequate for to-day's educational needs. In seeking a way to improve this situation , we decided to try the phase-elective approach.

In October, 1969, we English teachers visited Jeffersontown High School in Jefferson County, Kentucky for the purpose of investigating their phase-elective program. We were favorably impressed and decided to try such a program in our school. Although our school is much smaller than Jeffersontown school, we patterned our program after the one which they were using.

At the beginning of our second semester, January 1970, we introduced the phase-elective curriculum for our seniors and the few juniors whose schedule would adapt. We taught for a period of nine weeks each, the following subjects:

Speech
World Literature
The American Novel
Word Study
Research Techniques
Reading for Enjoyment

At the end of the nine-week period, each student changed to another class of his choice.

An Attitudional Inventory was given at the beginning and again at the end of the semester. This inventory revealed that the students favored the phase-elective plan and regarded it as an improvement over the traditional English class.

We kept the traditional classes for our ninth and tenth grade students because we feel that they need a general-type course. In time we may extend the phase-elective courses to include them.

Fortunately there was federal money available to us under TitleIII. With this money we purchased paperback books for the reading class, dictionaries, records, set of books for the American novel class, and teacher resource books. We are eligible this year also (1970-71) for funds under Title III. This money will enable us to purchase more materials and is making it possible for us to add more courses. During this current year, we are including all junior and senior students in a non-graded phase-elective program. From an offering of twenty-one subjects, fourteen were popular enough to be selected. In three classes, Mass Media, Reading for Enjoyment, and Oral Communication, there was such a demand that two sessions had to be offered. We teachers were delighted about this but somewhat disappointed that there was not enough demand for other classes to warrant their being taught.

The classes are designated phase 1 through phase 5. The lower-phase courses are designed for the weaker students and higher numbered classes are for the stronger or college-bound students.

Each student selected four classes and two alternate classes . We then offered the classes most in demand. Each student takes two nine-week courses each semester and must do satisfactory work in each phase in order to get his full credit for English. If he fails to do satisfactory work in one phase, he must make up the work in some subsequent semester. The 1970-71 course offerings are enclosed.

We have only three English teachers for an enrollment of 165 juniors and seniors. All of our problems have not been solved, but we feel that we are moving in the right direction-a greater appreciation for English as a live, exciting, and versatile subject in our twentieth--century world.

DESCRIPTION OF ENGLISH COURSE OFFERINGS

LEITCHFIELD HIGH SCHOOL

1970-71

English in Today's World- (Phase 1,2) A course designed to prepare more adequately those students who plan to find jobs after graduation. Practical application of English skills will be studied.

Reading for Enjoyment- (Phase 1-3) A course in which class readings of short works, both fiction and non-fiction, willbe examined for their bearing on everyday life and problems.

Oral Communication - (Phase 1-3) A practical course designed to help students gain poise, confidence, and enjoyment in communication orally with others.

World Literature - (Phase 4-5) A course which focuses on representative masterpieces of world literature.

American Novel - (Phase 3-5) A literature course focusing attention on such well-known authors as Twain, Hawthorne, Steinbeck, Hemingway and Faulkner.

Our English Heritage - (Phase 3-5) A study which traces developments in English literature, focusing on the study of selected representative works from the earliest days to 1900.

Shakespeare - (Phase 4-5) This course will serve as an introduction to a masterful playwright and will endeavor to create basic insights into some of Shakespeare's better known world of comedy and tragedy.

Journalism - (Phase 2-4) An exploratory course in which certain fundamentals of journalism are taught and given practical application. This course is strongly recommended for students who wish to serve on the school newspaper staff.

Literary Criticism - (Phase 4-5) A course in which students will find themselves reading with the idea of gaining real insight, discrimination, and judgment as they work with the various literary forms: essay, fiction, drama, poetry, etc. Both the traditional and modern schools of criticism will be encompassed.

Mass Media - (Phase 2-4) A course in which students study and learn to evaluate criticaly newspaper, magazines, motion pictures, television, and radio.

Our American Heritage - (Phase 3-5) Literature course which explores American ideals, American goals, and American quests for freedom and identity in representative works.

Creative Writing (Phase 3-4) A course for those students who wish to express themselves creatively and imaginatively in such literary as the short story, poem, essay, drama, etc.

Poetry Appreciation (Phase 3-4) A course designed to build an understanding of the poem through study of important elements and characteristics of poetry, poetic devices, and poetic forms.

The Living Theatre (Phase 3-5) A study of the great plays of the twentieth century as well as the most popular plays of history.

Word Study (Phase 3-5) A concentrated vocabulary study with emphasis on the use of new words in both writing and speech. Word derivations, synonyms, antonyms, dictionary investigation will also be undertaken.

Research Techniques (Phase 4-5) A course which will introduce students to college researchwriting, requiring a scientific, historical, or literary research paper.

Short Story (Phase 1-3) Reading and discussing short stories with emphasis on study of the elements of the short story and their application.

American Literature of Today (Phase 3-5) A class whichfocuses on various types of literature produced by major twentieth crntury writers.

English Literature of Today (Phase 3-5) A course which focuses on modern English writers of the twentieth century.

Myths and Legends (Phase 3-5) Course to include the study of the Greek gods and an appreciation of their place in our literary heritage.

Writing I--Stop, Look and Write (Phase 1-2) A writing course which combines accurate observation of photographs and the world around us, with the writing of description and narration.

Oral Communication Same as first semester offering.

Name________________________________

ATTITUDINAL INVENTORY

Directions: Circle the number corresponding most nearly with your feeling toward each of the following statements. There is no "pass or fail." It's your own opinion that counts.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. English is the most important and most necessary subject in the curriculum.	5	4	3	2	1
2. An understanding of English is necessary for progress in all subjects.	5	4	3	2	1
3. English has been one of my most enjoyable classes in school.	5	4	3	2	1
4. I am satisfied with my progress in high school English classes.	5	4	3	2	1
5. A study of literature is an important part of English.	5	4	3	2	1
6. I enjoy reading books.	5	4	3	2	1
7. Word study is an important part of English.	5	4	3	2	1
8. I try to learn the meanings and usage of words I do not know.	5	4	3	2	1
9. A well-developed vocabulary is an important asset to everyone.	5	4	3	2	1
10. I enjoy writing themes and research papers.	5	4	3	2	1
11. It is important for students to learn to do research and write acceptable research papers.	5	4	3	2	1
12. Each student should consult a good dictionary often in regard to word meaning and usage.	5	4	3	2	1
13. Student themes and assignments handed in to teachers should be neat, well-written, and grammatically correct.	5	4	3	2	1
14. Being able to speak and write correctly is an important asset to anyone.	5	4	3	2	1
15. I enjoy making reports orally and and speaking in front of a class.	5	4	3	2	1

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
16. My studies in English have helped me to better organize my thoughts in both speaking and writing.	5	4	3	2	1
17. It is important for a student to be a critical reader; in other words, he should be able to determine the accuracy, purpose, and value of everything he reads.	5	4	3	2	1
18. Rapid reading is essential—a junior or senior should practice reading until he can read 300-400 or more words per minute.	5	4	3	2	1
19. Each student in English should be allowed to progress at his own rate and not be tied down to the speed of other class members.	5	4	3	2	1
20. Traditional methods in English (those used before Jan. 5, 1970 in Leitchfield High School) are the best methods of teaching in my opinion.	5	4	3	2	1

Allen County Board of Education Phase-Elective English Program
Scottsville, Kentucky

Grades 11 and 12

1970

The new English program is called a Phase-Elective Program. Each course will be 12 weeks in length. A minimum of 3 courses will be required of all juniors. Seniors may take as many as they desire. Each course will offer 1/3 of a credit toward graduation.

Each course is phased. This means degree of difficulty. Phase 1 course will deal in fundamentals. The courses go on up to phase 5 which will be primarily for the college-bound student. Students, parents, and teachers must work together to see that each student registers for courses that are within the phase that he should be.

Elective means that students may take any course that they choose, although they must be approved by the counselor.

Students will not buy textbooks for these courses; however, a fee will be charged to cover cost of materials.

DESCRIPTION OF PHASES

PHASE 1	Courses are designed for students who find reading, writing, speaking and thinking quite difficult and have serious problems with basic skills.
PHASE 2	Courses are created for students who do not have serious problems with basic skills but need to improve these skills at a slower pace.
PHASE 3	Courses are for average students. Students should have a desire to advance their skills at a moderate rate.
PHASE 4	Students in these courses should be self-motivated. Students should have a good command of basic language skills and be willing to work fairly rapidly.
PHASE 5	Courses should challenge students who are looking for stimulating academic experiences. Courses four and five emphasize depth and quality. Phase five is designed for college-bound students.

PHASE-ELECTIVE ENGLISH

COURSE OFFERING	PHASE
Creative Writing	3-5
Journalism	3-5
Basic Composition	1-3
Advanced Composition	3-5
Practical English	1-2
Theatre Workshop	2-5
Research Techniques	4-5
Developmental Reading	1-2
Reading For Enjoyment	3-4
Humanities	3-5
Shakespeare Seminar	4-5
Drama	3-5
American Folklore	1-3
Mythology	2-3
Poetry Appreciation	3-5
Mass Media	2-3
Speech Techniques	3-5
Oral Communications	1-2
History of the English Language	5
Nobel Prize Writers	4-5
Word Power	1-2
Vocabulary Study	3-5
Literary Criticism	5
Kentucky Literature	2-4
Frontiers in American Literature	3-4
Contemporary American Literature	3-4
Our English Heritage	3-5
English Literature	3-5
Biography	2-4
Vocational English	1-3

PHASE-ELECTIVE ENGLISH
COURSE DESCRIPTIONS

PHASE

3-5 CREATIVE WRITING

This will be an "individual free-thinking period." Students will write essays, poems, short stories, plays, etc. Students will be given individual attention in their writing. Creativity will be the basic theme. Students will be encouraged to enter contests and to submit their works for publication.

3-5 JOURNALISM

This course covers elements of journalistic writing, jobs of those who work on a paper, "pasting-up" a newspaper page, and advertising. Anyone wishing to work on the school newspaper staff should have had this course.

1-3 BASIC COMPOSITION

Students will learn the techniques of sentence and paragraph construction. The emphasis will be on writing better paragraphs with careful attention given to indention, punctuation, topic sentences and clincher sentences.

3-5 ADVANCED COMPOSITION

Advanced Composition will consist of expanding short paragraphs, using precise words to replace trite expressions and writing themes in class. The student should already be familiar with the essential rules of paragraph construction.

1-2 PRACTICAL ENGLISH

Emphasis will be placed upon mastering the skills in basic English. Attention will be directed toward vocabulary, spelling, writing and sentence construction.

2-5 THEATRE WORKSHOP

This will be a practical course in theatre lighting, staging and acting. Students will discuss the duties of everyone involved in a play. Students will participate in a play in some capacity.

4-5 RESEARCH TECHNIQUES

This course will present in-depth studies of the nature and techniques of research. The course will enable students to do college research writing. Students will write a research paper.

1-2 DEVELOPMENTAL READING

Developmental Reading is a course for students who do not read well and do not like to read. Students will have an opportunity to develop comprehension and speed.

3-4 READING FOR ENJOYMENT

This course is designed to encourage students to read with less difficulty and with more pleasure. Students will be encouraged to develop a wide range of reading interests. A student project will be required.

PHASE

3-5 HUMANITIES
This course explores man's heritage as related to music and other art forms. Students will discuss and evaluate the physical, musical, and pictorial environment.

4-5 SHAKESPEARE SEMINAR
Shakespeare Seminar will introduce students to a masterful playwright. Students will read and examine some of his better-known works.

3-5 DRAMA
Drama will be studied as literature. Classical and contemporary drama will be studied, criticized, and evaluated. History of drama will be explored.

1-3 AMERICAN FOLKLORE
Students will examine folklore as the oral tradition of people and as narrative. Various aspects of folklore will be investigated by use of records and film strips.

2-3 MYTHOLOGY
By examining Greek, Roman, and horse myths, students will determine how and why myths began and how they have influenced literature throughout the past 1200 years.

3-5 POETRY APPRECIATION
Poetry Appreciation offers in an interesting and natural manner the techniques, the criticisms and the examples necessary for a good basic knowledge of poetry. Students will be given an opportunity to compare the newer poets with the older traditional poets, both English and American.

2-3 MASS MEDIA
Students in Mass Media will study differences and evaluate critically the newspaper, magazine, motion picture, television and radio as these influence our society.

3-5 SPEECH TECHNIQUES
Speech Techniques is a course designed for the student interested in improving his public speaking ability. Emphasis is placed on the principles of content, organization, and presentation.

1-2 ORAL COMMUNICATIONS
Oral Communications is designed to help students gain poise, confidence, and enjoyment in communicating orally. Emphasis will be placed on techniques in everyday conversation, listening, short talks, and personal speech habits.

5 HISTORY OF ENGLISH LANGUAGE
This course is designed for college-bound students. The developmental, etymological, and influential aspects of the language will be studied.

4-5 NOBEL PRIZE WRITERS
The student will become acquainted with literary Nobel prize winners in their personal lives and their writings.

PHASE

1-2 WORD POWER
This course is designed to enable students to expand word usage, spelling, and ability to use the dictionary effectively.

3-5 VOCABULARY STUDY
This course is designed to help the student understand the origin and development of words. Students will take a close look at prefixes, suffixes, and root words.

5 LITERARY CRITICISM
A number of major literary works will be thoroughly reviewed and criticized. Critical reports will be oral and written.

2-4 KENTUCKY LITERATURE
This course is designed to acquaint the student with well-known Kentucky authors and their writings.

3-4 FRONTIERS IN AMERICAN LITERATURE
This course traces American writing from the beginning of the nation through the mid-nineteenth century.

3-4 CONTEMPORARY AMERICAN LITERATURE
The ideas and characteristics of America are explored through reading American literature. Movements and trends in literature are presented from mid-nineteenth century to the present.

3-5 OUR ENGLISH HERITAGE
This course follows the English language in literature from its Anglo-Saxon beginning through the seventeenth century. (Chaucer, Shakespeare, the Cavaliers, Milton, Donne and Dryden)

3-5 ENGLISH LITERATURE
Students will study the Romantic, Victorian, and Modern periods of English literature. (18th Century to the present)

2-4 BIOGRAPHY
Students and teacher will select biographies for individual and class reading. Each student will do an in-depth study of one person's life.

1-3 VOCATIONAL ENGLISH
The student will become acquainted with different vocations. Various application forms and letters of application will be studied. Vocational English is principally for non-college bound students.

Franklin High School Phase-Elective English Program Project Report
Franklin, New Hampshire

Grades 9-12

Title III, July 6 - August 14, 1970

Personnel: Mrs. Eleanor Nudd
Mrs. Caroline Robie
Mrs. Anne Rose

PROGRESS REPORT

This is a continuation of the work started with Title V funds in May, 1969, carried on through the summer of 1969 and during the ensuing school year of 1969-1970, for which a report has already been submitted.

WORK DONE SUMMER OF 1970

1. A revision of the course descriptions submitted to the students on the preliminary survey in October, 1969. There were 39 offerings in the original survey. The present list has 32 offerings. Most of these were adapted from the courses indicated by the students on the original survey as the most popular. The descriptions also took into account the results of the five pilot classes which were taught January - June, 1970. The courses in Reading Techniques (3) which would require a special teacher were deleted, as we have no specialist on the staff.

As the courses were described, topics and concepts to be considered were noted. Attention was given to available materials as well as to what might be needed in the future. These suggestions will be used as a basis for faculty study and planning for the program during the school year of 1970-1971.

2. Division of courses into semester offerings according to phase. There will be 17 different courses offered each semester. There is an overlapping of choices in the different phases and certain courses have been offered each semester.

3. Sign-up and scheduling process. In September, 1970, each student to be involved in the program will make two choices for each semester of the following year. These choices will indicate which courses will be offered, and outlined by members of the English Department before September, 1971, when the program will be activated. After the list of offerings has been finalized,

each student will make a final choice, with the guidance of parent, teachers, and counselor, of one course for the first semester of 1971-72. A schedule of courses will then be devised for the second semester. The student will choose his second course for the year 1971-72 in September of that year from those available at his level, during the periods which he has free.

4. Outline of Individualized English for Phase 5-4.

Twenty individual contracts were written. Particular attention was paid to materials on hand and those which must be included in the next budget request. This course will be tested this year (1970-1971) with seniors of the indicated phase levels, who will not be involved when the program is implemented. This should indicate any necessary changes.

5. Tape and Slide lecture. Introduction to Humanities I.

This will be used with the present senior humanities course, and will undoubtedly be revamped according to student reaction and suggestion.

6. Community expert file.

This file is a start in compiling a list of names of people in the community willing to talk to individuals or to classes on their fields of interest. This will pertain to the entire school, not just the English program. There has been some response; we hope for more.

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The time made available by Title III funds for intensive work on the program has been invaluable. The compilation of bibliographies, the indication of library and audio-visual materials which should be purchased - all with the help of the librarian, Mrs. Robie - were lifted from the hit-or-miss category to a satisfaction of knowing what is here and what is needed, and how and where it fits into the curriculum. The tape-slide lecture took the better part of a week's work, something no one would have time to do during the year. The satisfaction of one well-planned course outline (Individualized English), albeit subject to revision, merely indicates the real need and hope for more funds for the summoer of 1971, with more teachers involved, to continue the work of this summer and the coming school year.

Respectfully submitted,

Anne P Rose

A NON-GRADED PHASE-ELECTIVE ENGLISH CURRICULUM

NON-GRADED means that any student may select any English course, since courses are not designated "Freshman," "Sophomore," "Junior," or "Senior."

PHASE means that courses are classified according to difficulty and complexity of skills and materials.

PHASE 5 courses are designed for students who find reading, writing, speaking, listening, and thinking quite difficult and have serious problems with basic skills.

PHASE 4 courses are appropriate for students who do not have serious difficulty with basic skills, but need to improve and refine them and can do so best by learning at a somewhat slower pace.

PHASE 3 courses are particularly for those who have an average command of the basic language skills and would like to advance beyond those basic skills but to do so at a moderate rather than an accelerated pace.

PHASE 2 courses are for students who learn fairly rapidly and are in good command of the basic language skills.

PHASE 1 courses offer a challenge for advanced students who have excellent control of basic skills and are looking for stimulating academic learning experiences.

ELECTIVE means that no specific course is required; the student chooses, with guidance, the courses he wants to take.

To conform with state law, four English credits are required for graduation. Each course in this curriculum is 18 weeks (1 semester) in length and carries one-half credit.

IN MAKING YOUR SELECTION, REMEMBER THAT THE PHASE LEVEL AT WHICH YOU FEEL YOU SHOULD WORK IS OF PRIMARY IMPORTANCE.

Please follow carefully the procedures outlined below:

1. Read the course descriptions. The basic skills will be dealt with in each course.

2. Decide which courses you would be most interested in taking next year. Select TWO for each semester, indicating your first and second choices. Be sure you fill in all the blanks. Don't forget your name and grade.

3. Return the survey forms and course descriptions to your teacher. This is a preliminary survey which will be used by your parents, teachers, and guidance counselors to help you make your final choice.

Course Suggestions:

Course Number 551 THE WORLD AND YOU (Phase 5; Fall Semester)

In this course you will read and discuss literature which focuses on the problems young people face in growing up today. The literature to be studied includes short stories, plays and novels which explore those problems which arise as the teenager tries to discover his own abilities and interests, what his role in home and community should be, and to recognize the conflict between conformity and individuality.

Course Number 552 THE WORLD OF ENTERTAINMENT (Phase 5; Spring Semester)

What do you do in your leisure time? In this course you will explore various forms of entertainment, such as spectator sports, television, movies, theater and music. You will be encouraged to develop your own standards of judgment; why, for example, do you like one movie better than another?

Course Number 553 MYTHOLOGY, FOLKLORE, AND LEGEND (Phase 5; Spring Semester)

In ancient times and in our own day, myths, folklore, and legend have been a part of man's life and have evolved with his culture. From the study of these stories, we can see how all men have been concerned with the same hopes, fears, joys, problems, and ideas.

Course Number 554 BASIC COMMUNICATIONS (Phase 5; Fall Semester)

This course is to help you acquire communication skills - reading, writing, speaking, listening and thinking - and apply them to your everyday life. You will write letters, conduct interviews, and participate in a club meeting. You will examine newspapers, magazines, and radio to evaluate their influence upon your daily decisions. The course is for you if you have problems with language skills and wish to learn at a slower pace.

Course Number 541 INDIVIDUALIZED ENGLISH (Phases 5-4; Fall and Spring Semesters)

In this course you will choose various projects on which to work at your own pace with the teacher's guidance. Among the possible projects will be reading units on such topics as Dating and Early Marriage, True Adventures, and Sports; research projects on Codes and Ciphers, Travel, and Money; as well as reading exercises and vocabulary practice. A project may take from one to four weeks, depending upon its difficulty and your interest.

Course Number 542 GRAMMAR REVIEW (Phases 5-4; Spring Semester)

Admission to this course will be permitted only if test results show that the student needs further instruction in the rules of grammar and further practice in usage and spelling.

Course Number 511 INDIVIDUALIZED READING (Phases 5-1; Fall and Spring Semesters)

Individualized Reading is a course in which you will be allowed to read - in the classroom - books that interest you. You will be encouraged to develop a wide range of reading interests and to probe more deeply into the reading that you do. As an aid to evaluating your progress, you will keep a record of your reading in a notebook in which you will comment on your reading experiences. A final project will deal with an author, theme, or type of reading of your choice. Some class instruction in writing will be included.

Course Number 512 INDIVIDUALIZED WRITING (Phases 5-1; Spring Semester)

This course will help you develop basic writing skills in narration, description, and explanation. Your writing assignments will be based upon personal experiences and observation, and you will be helped to discover, develop and express ideas in a lively, effective way. (Class limit 20)

Course Number 441 LITERARY EXPLORATIONS (Phase 4; Fall Semester)

In this course you will read westerns, spy thrillers, mysteries, Gothic novels, and science fiction. You will discover the reasons for the popularity of these books, compare the types of hero, and decide whether you like one kind better than another.

Course Number 442 ACCENT: U.S.A. (Phase 4) Spring Semester

This course will offer a wide range of short stories and essays concerned with both the history of America and America today. Students will also be encouraged to read longer works, both fiction and non-fiction, concerning American life.

Course Number 431 BUSINESS ENGLISH (Phases 4-3; Fall Semester)

This course is designed as a review of punctuation, spelling, and letter styles. Emphasis will be given to those skills needed in transcribing and composing business letters.

Course Number 432 B ASIC COMMUNICATIONS II (Phases 4-3; Spring Semester)

This course is designed to help the student improve his writing, speaking, and study skills on an individual basis.

Course Number 411 THEATER ARTS (Phases 4-1; Fall Semester)

The arts of the theater include stage design, costume design, makeup, lighting, and direction, as well as acting. This course will acquaint you with some fundamental concepts of theater arts as you participate in the production of several scenes and one-act plays.

Course Number 331 NON-FICTION (Phase 3; Fall Semester)

You will read works other than fiction and analyze them as to purpose, style, and effectiveness. Materials will include magazine articles, essays, biographies, and books on adventure and travel.

Course Number 332 THE BIBLE AS LITERATURE (Phase 3; Spring Semester)

"The Bible is both the all-time best seller and by far the most translated book in the world. For English-speaking people the most significant translation is the King James or Authorized Version, completed in 1611. . .Because of its widely acknowledged aesthetic superiority , the King James Version" will be used in this course which is designed to acquaint the student with some of the best known selections.

Course Number 321 AMERICAN HERITAGE (Phases 3-2; Spring Semester)

As a literate American, you will want to be acquainted with some of the great writers of America's past and present. This is your chance to read such authors as Poe, Whitman, Steinbeck, Hemingway, Thoreau, Updike, Robinson, and Frost. Emphasis will be placed on New England authors.

Course Number 311 PUBLIC SPEAKING (Phases 3-1; Fall Semester)

Public Speaking is a course designed for the student who would like to acquire self-confidence and poise while developing formal oral communication skills. Emphasis will be placed on the organization, structure, research and delivery required in public speaking. The student will be encouraged to develop his own thoughts, feelings, and personal attitudes into an effective message for specific occasions.

Course Number 312 JOURN ALISM (Phases 3-1; Spring Semester)

H ow do journalists determine what is news? Where do they go to find it? How do they write it? What criteria can the public use to interpret and evaluate the written word as it appears in the press? The search for answers will lead the student into an intriguing and practical occupation.

Course Number 313 POETRY SEMINAR (Phases 3-1; Fall Semester)

Poetry is an intensive system of communication. Like other systems, poetry may be best examined by identifying its purposes, its assumptions, and the rules and rights of both poets and readers. The seminar method will be used to permit the student to express his opinion of how and what a poem means. The course will also provide time for individual reading and writing projects that satisfy the student's own special interests.

Course Number 221 ENGLISH HERITAGE (Phase 2; Fall Semester)

This course will acquaint you with the ideas and viewpoints that have shaped the thinking of Englishmen. You may read widely or intenseively in the romantic, classical, and realistic traditions of English literature.

Course Number 222 MODERN LITERATURE (Phase 2; Spring Semester)

The upheaval of today's world is reflected in current literature. What insight can be gained by the study of such authors as John Knowles, J. D. Salinger, Harper Lee, Albee, Camus, Anouilh, Beckett, Brecht, and Koestler?

Course Number 211 RESEARCH SEMINAR (Phases 2-1; Fall Semester)

The course will provide the student with the methods and tools of objective research. After a group investigation of a controversial issue, each student will do research reports - written and oral - on a subject of individual interest.

Course Number 212 DEBATE (Phases 2-1; Spring Semester)

In this course the student will gain experience in organizing ideas and materials for public discussion and formal debate. After an orientation unit, the student will be expected to research material independently. The annual topic for secondary school debating contests may be used for study.

Course Number 214 EASTERN STUDIES (Phases 2-1; Fall Semester)

With our present involvement in Asia, it may be a matter of survival for us to understand more fully the difference between the Occidental and Oriental attitudes and points of view. You will be introduced to some of these concepts through the study of the literatures, arts, and philosophies of the Near and Far East.

Course Number 215 ADVANCED GRAMMAR (Phases 2-1; Fall Semester)

This course is for the student who is interested in studying the formal structure of language. He will review latinized grammar and work with structural and transformational systems.

Course Number 216 DRAMATIC LITERATURE (Phases 2-1; Spring Semester

In this course you will study different types of dramatic literature such as tragedy, comedy, and social drama. You will also become familiar with the evolution of dramatic forms and practices, analyze the structure of plays, and visualize their production.

Course Number 217 LANGUAGE AND REALITY (Phases 2-1; Spring Semester)

What is communication? This course will attempt to investigate the complex process by which human beings relate to themselves, to each other, and to the world around them through language. After a study of the structure of language, you will also consider such areas as the community, the school, the news media, and the ntertainment world.

Course Number 111 PHILOSOPHY (Phase 1; Fall Semester)

Philosophy is concerned with metaphysical, logical, ethical, political, and aesthetic problems. This course will first introduce the student to some of the questions involved and then consider the answers suggested by such philosophers as Plato and Aristotle, Spinoza, Kant, James, Kierkegaard, and Whitehead.

Course Number 112 SHAKESPEARE SEMIN AR (Phase 1; Fall Semester)

This course is designed to help the student understand why Shakespeare is the world's most universally admired playwright. Discussion will deal with the beauty of the language, the inner conflicts of the characters, and the relevancy of their problems. B ckground reading and the writing of critcical analyses will be an essential part of the course.

Course Number 113 SEMINAR IN IDEAS (Phase 1; Spring Semester)

Seminar in Ideas is a course for the self-motivated student in which the instructor will serve primarily as a source person and an observer. The class will choose a subject or a series of subjects for study from such areas as religion, philosophy, psychology, and moral or social problems. Students will read books and articles, write reports, and be responsible for leading class discussions. (Class limit 15)

Course Number 412 HUMANITIES I (Phases 4-1; Fall Semester)

Art is a part of our daily lives, whether we know it or not. To understand why this is so, you will study the different ways man has expressed his ideas and emotions in the areas of architecture, sculpture, painting, literature, music, and the applied arts.

Course Number 314 HUMANITIES II (Phases 3-1; Spring Semester)

ManIs interests change; therefore, his artistic expression changes in subject, form, and style. Y ou will study here man's recurring philosophical concerns - with himself, with religion, with the material world - and his expression of these concerns.

NOTE: SEE NEXT PAGE FOR SCHEDULE OF COURSES BY LEVELS AND BY SEMESTER.

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FIRST SURVEY FORM FOR NON-GRADED PHASE-ELECTIVE ENGLISH PROGRAM

NAME ______________________________ PHASE ________
Last First
PRESENT GRADE ____________

FIRST SEMESTER (Fall)

1st choice Course No. ______ Course Title ____________________

2nd choice Course No. ______ Course Title ____________________

SECOND SEMESTER (Spring)

1st choice Course No. ______ Course Title ____________________

2nd choice Course No. ______ Course Title ____________________

SCHEDULE OF COURSES FOR FALL AND SPRING SEMESTERS ACCORDING TO LEVEL

Phase	Fall	Spring
Phase 5 :	The World and You Basic Communications I Individualized Reading Individualized English	The World of Entertainment Myth, Folklore, and Legend Grammar Review Individualized English Individualized Reading Individualized Writing
Phase 4 :	Literary Explorations Business English Theater Arts Humanities I Individualized English Individualized Reading	Accent: U.S.A. Basic Communications II Grammar Review Individualized English Individualized Reading Individualized Writing
Phase 3 :	Non-Fiction Public Speaking Poetry Seminar Business English Theater Arts Humanities I Individualized Reading	Bible as Literature American Heritage Journalism Humanities II Basic Communications II Individulaized Reading Individualized Writing
Phase 2 :	English Heritage Research Seminar Eastern Studies Advanced Grammar Public Speaking Poetry Seminar Theater Arts Humanities I Individualized Reading	Modern Literature Debate Dramatic Literature Language and Reality American Heritage Journalism Humanities II Individualized Reading Individualized Writing
Phase 1 :	Philosophy Shakespeare Seminar Research Seminar Eastern Studies Advanced Grammar Public Speaking Poetry Seminar Theater Arts Humanities I Individualized Reading	Seminar in Ideas Debate Dramatic Literature Language and Reality Journalism Humanities II Individualized Reading Individualized Writing

Bozeman Senior High School English Curriculum
Bozeman, Montana

Grades 10-12

1970-71

BOZEMAN SENIOR HIGH SCHOOL
REGISTRATION INFORMATION FOR 1970 - 1971

ENGLISH CURRICULUM

A. SOPHOMORES English II is required for Sophomores. In addition to their required English, sophomores may take English Electives (Creative Writing, Debate, Journalism, Speech I and Word Clues).

B. JUNIORS AND SENIORS - The BSHS English curriculum enables Juniors and Seniors to take courses in grammar, vocabulary, composition and literature according to their needs and interests. Since all courses are offered on a semester basis, each Junior and Senior will need to select a minimum of two English courses each year in order to meet the State graduation requirement of four English credits. Additional courses may be selected from both the Required and Elective English courses. A description of each follows:

Advanced Composition - The purpose of this course is for the student (especially the college bound student) to become competent at writing essays. Four basic types of essays are dealt with: argumentative, expository, descriptive, and narrative. Material dealing with the essay types is presented to the class; some outside reading is assigned as a basis for essay assignments; there is some class discussion of composition techniques and ideas dealt with in the essays. For the most part, class time is spent in writing the essays.

American Novel and Short Story - A course designed to acquaint students with American novelists and short story writers. Most of the emphasis is placed upon 20th century writers, with some introduction to writers before the 1900's. Students taking this course should plan to do a great deal of reading and very little, if any writing. Students should plan to purchase four or five paperbacks.

British and World Novel - Will explore, compare and contrast the potential and limitations of the novel and short story drawn from British, European and Asian authors.

Business English and Communication - The main objective will be to develop the student's ability to communicate effectively in business. Specifically this means: 1. A review of grammar; 2. The ability to set up written communications of all types in such a form that they are pleasing to the eye and easy to read and understand; 3. The ability to spell correctly and to attain variety in business-word usage.

English II - A review of the basic usage of our language and a study of word and sentence structure through literature. Students work with short stories, plays, essays, novels, and poetry. Emphasis is placed on writing, speaking, and reading.

English III - Concentrates on development of American Literature. Much of the writing relates to literature read. Students practice library skills and write a research paper. Includes a review of grammar, intensive study of verbals and usage rules.

English IV - Survey of English literature, including independent reading, composition inspired by and oral interpretation of literature. Also a review of grammar.

English Literature - Since, in one semester, a survey course is not possible, the course has for its main goal the study of some of the outstanding English authors (Shakespeare, Swift, Hardy), the Romantic poets (Wordsworth, Shelley, Keats, Coleridge, Byron), the Victorian poets, some modern poets, and novelists. A brief time is spent on British short story writers and essayists.

History of Theatre I - Plays from Sophocles (495-405 B.C.) to Ibsen will be studied. The emphasis will be on reading plays and understanding the period in which they were written. There will be some acting.

History of Theatre II - Plays from Ibsen (1828-1906) to Ionesco (1912-living) will be read. This will be largely modern and contemporary drama. The emphasis will be on reading plays and understanding their period and author. Some acting.

Individual Problem-Solving Methods - Provides experience in the use of the library as an individual study and research center and an opportunity for the mature motivated student to explore his own specific areas of interest and develop individual study habits. Both oral and written reports are made.

Linguistics - Analyze and study the English language through chosen literature cuttings and transformational grammar. Individual research and reporting will be an essential part of this course.

Mass Communications - The study of the effects of the communications media upon our society. It includes emphasis on advertising, the motion picture industry, the press, radio and T.V., magazines and popular culture. Activities include a variety of reading and writing assignments as well as producing a short film.

Modern Poetry - A survey of American and British modern poetry from Walt Whitman and Gerard Manley Hopkins, through the period of T. S. Eliot and Ezra Pound influence, to the protest and rock poetry of the present. Students are encouraged to interpret poetry and to try their hand at writing poetry.

Mythology - Involves the study and interpretation of ancient myths as some of them relate to world literature. This course might include primitive, oriental, Greek and Roman myths. Also included would be the study of the Iliad, Odyssey, and other related works of literature.

Non-Fiction - This course is designed to include the reading and studying of biographies, essays and articles, etc. There will be an emphasis placed upon contemporary issues through the various forms of non-fiction writing today, as well as the study of the non-fiction writers and works of the past. Students should plan to read a great deal and to take advantage of the opportunity to write an example of each type of non-fiction. Purchase of paperbacks necessary.

ENGLISH ELECTIVES (Do NOT meet English credit requirement.)

Creative Writing - A class expressly for those who wish to write subjectively. Emphasis is placed upon self-expression through the form of the short story, poetry, drama and criticisms. Creative Writing classroom experience aims to sharpen the ability to communicate through written expressions.

Debate: Theory and Practice - This course is designed for the students who are interested in academic or competitive debating. It will provide discussion of debate principles and opportunities for practical application of principles.

Journalism - The objectives of this course are: 1. To prepare for work on the high school newspaper. 2. To acquire habits of clear, concise written expression, and a critical attitude toward news. 3. An ability to evaluate the worth of publications. 4. To acquire skill in collecting, condensing, and organizing material. 5. To learn the history and ethics of the newspaper profession.

Speech I - The purpose of this course is to provide speaking experience in the broad fields of speech and to explore the students' skills as a speaker.

Speech II - The purpose of this course is to provide an in-depth study of discussions, debate, contest speech and other related areas of speech.

Word Clues - The major objectives of this course are: 1. To make familiar those Greek and Latin roots which are clues to meanings of unknown or imperfectly understood English words. 2. To ensure a swifter and more accurate comprehension of what we read. 3. To develop in our own writing and speech finer discrimination in the choice of words.

Fayetteville-Manlius Senior High School Non-Graded, Phased, Mini-Electives
Manlius, New York

Grades 10-12

1970-1971

An Experiment in Non-Graded, Phased, Mini-Electives
F - M Senior High School - Sept 1970 - June 1971

1. Keep regular courses and present groupings on Monday, Wednesday, Friday.

2. Have each pupil choose an elective Tuesday and Thursday for *first* semester and a *second* one for second semester.

3. Electives will be phased 5 - (Basic) to 1 - (Strong).

4. Any sophomore or junior or senior may enter *any* elective *but phase* numbers and regular teacher's help in choosing will suggest suitable course for each individual.

Mini-Courses - Tues and Thurs
English Department - Non-Graded Electives -- 1970-1971
Same period as regular course

Teacher	First Semester	Second Semester
1. Conklin	Independent Study and Individual Reading	Independent Study and Individual Reading -Modern Drama,Novels, & Poetry ?
2. Waaser	Play Reading	Emotional Power of Words (Vocabulary Growth)
3. Carr	Speech	Speech
4. Ray	Speech	Speech
5. Farrell	Linguistics	Writing Clinic
6. Terrell	Independent Study and Individual Reading	Independent Study and Individual Reading or Shakespeare Series (?)
7. McKinnon	Mechanics of Writing	Reading Comprehension
8. Hiestand	Vocabulary-Preparation for College Boards	Modern Novel
9. Hayes	Creative Writing	Humor in Literature
10. Keane	Literature of Protest (Black and White)	Modern Poetry - Oral Interpretation
11. Henry	Myths of Many Cultures	Humanities (Renaissaence Man
12. Smith	Tales of Adventure & Mystery	Science Fiction ??
13. Wechsler	Speed Reading - Improvement of Reading	Speed Reading - Improvement of Reading

Some Advantages of the Non-Graded Phased Electives - Mini-Courses of 36 classes (Regular Classes 3 days a week = Mini-Electives 2 days a week)

1. Gives each pupil the opportunity to take six electives (more if he wishes) during his high school years at the same time that he is getting the advantage of a regular graded course in English.

2. Gives each pupil the chance to benefit from at least 9 teachers (or more) in stead of 3.

3. Gives some pupils the chance of taking an elective of a somewhat higher phase than his regular English course.

4. Gives each pupil a chance for an Independent Study elective.

5. Gives each pupil the chance to get a special elective in Developmental Reading - either Comprehension or Speed Reading or Vocabulary Building.

6. Gives each pupil a chance for an elective in Speech.

7. Gives some pupils a chance to take some remedial or corrective electives - such as Spelling and mechanics of writing.

8. Gives each pupil a chance to benefit from the special strengths and interests of the whole English staff.

Mechanics of Plan for Non-Graded Phased Electives (2 days a week)

1. Pupils report in September to regular class scheduled in spring. (Same grouping plan and grade level plan we have used in the past).

2. Teacher tells each class of plan for electives and gives list of electives.

   a. Two days a week. (will go to regular class 3 days a week)
   b. Choice of 6 or 7 electives offered during that period.

3. Pupils sign up for electives for first semester and second semester. (Put courses offered in order of preference 4both semesters). Include all electives offered on both lists).

4. Teacher files list in English office. Teacher aide gets classes organized (Numbers have to balance). Teacher aide sends lists to regular teachers, who then tell their pupils where to report on Tuesday and Thursdays.

5. Electives are marked either P (Pass) or F (Failed). If pupil fails, the mark is reported to regular teacher, who reduces the last mark of that semester by one letter grade. Teacher of elective will have to report marks to regular Teacher before that regular teacher marks report card for third or sixth marking.

6. Teacher teaches same elective to four other groups that semester - same 4 other classes he or she has during day.

7. Teacher gives one sentence description of course to typist who will compile list and have ready the descriptions for pupils in September - mimeo (1248 needed).

8. Teacher also sends brief outline of course and dittoed materials to English office for files.

9. Teacher Aide sends lists also to Office and to Guidance Office, Study Hall Teashers.

10. During his high school years, a student who wished could take 9 electives instead of 6 and receive ½ unit of elective credits or 12 electives instead of 6 and receive 1 extra unit of credit.

MINI - COURSES

1. Mrs. Terrell 2. Miss Conklin	Independent Study	Totally individualized program planned by student with help of teacher - a student oriented program invilving student choice of subject and individualized development of that choice - imagination, innovation, creativity encouraged.
3. Mr. Ray	Speech	Effective, practical speech Exercises in class discussion and debate Dramatic Readings Excercises in a variety of formal speech situations.
4. Mrs. Carr	Speech	A course in Speech has a primary aim; an acquisition of poise. One never fails feeling nervous when appearing in front of a group but a person can learn to conceal this fear. We accomplish these aims through pantomime, play reading, synchronizing to records and various other excercises and drills. I make it a habit to allow the students to have mush to say in determining what they will study in Speech.
5. Mrs. Waaser	Oral Reading of Plays	Course (self-explanatory title) will emphasize voice projection, dramatic effect and enjoyment of the playwright's craft.
6. Mr. Hayes	Creative Writing	A continuing workshop using group discussion and motivation. Students may choose any or all of the major literary forms: poetry, short fiction, long fiction, drama or satire. Individual student participation will be stressed.
7. Mrs. McKinnon	Organization and Mechanisms of Writing	

8. Mr. Farrell	History of the English Language	A survey of the development of the English language, spoken and written, from Indo-European, through Teutonic, with Latinate, Scandiavian and French influences to Middle and Modern English.
9. Mrs. Hiestand	College Preparatory Vocabulary	A vocabulary-building course, with emphasis on the meaning, derivation, pronunciation, and spelling of words commonly encountered in college-level reading.
10. Mrs. Wechsler	Speed Reading and Improvement of reading skills	Techniques and practice in increasing reading speed with emphasis on flexibility and comprehension.
11. Mrs. Smith	Tales of Mystery and Adventure	Reading mystery and adventure stories to increase enjoyment and to deeper appreciation.
12. Mrs. Henry	Mythology	Myths of many cultures - Focus of this course is on comparison of the myth of various cultures, with emphasis on the myths of creation and "the Fall" (beginnings of Man's problems)
13. Mrs. Keane	Literature of Protest	An investigation of historical meaning of protest and individual readings on subject, with Ralph Ellison's novel Invisible Man as central work

Walter Hines Page Senior High School
English Language Arts Course Offerings
Bulletin for Parents and Pupils

Greensboro, North Carolina

1970-1971

THE ENGLISH LANGUAGE ARTS CURRICULUM

The Page High School English Language Arts Curriculum is divided into four categories: language, literature, composition, and mass media. From these categories, students are assisted by language arts teachers in selecting individual course sequences according to both their interests and their needs. Because of the interrelationship of the language arts skills, all courses in all areas involve reading, writing, listening, speaking, and vocabulary building. It is the primary purpose of this curriculum to supply the fundamental skills necessary for communicating human experience; therefore, the principal objective in all areas of study is to stimulate students to make maximum progress toward clear and appropriate language, toward thoughtful and correct speech and writing, toward intelligent listening and reading, and toward a continuing interest in literature.

Information for Students and Parents

1. During the fall semester all incoming sophomores and those students new to Page who show need for more basic instruction will take Introductory Language Arts (ILA). Students will enroll in Basic Reading and/or Basic Composition upon recommendation of the ILA teacher or the junior high school teacher. If so recommended, a student may take one of the basic courses simultaneously with ILA. Ordinarily, however, students are not encouraged to take more than one English language arts course per semester until they have completed ILA and at least one semester of Basic Reading or Basic Composition (if required).

2. All students at Page High School must take a minimum of one English language arts course each semester. Except for the restrictions outlined in item one, the maxiumum number of language arts courses which a student may elect to take in a given semester will be determined on an individual basis after conferences with his teacher and his guidance counselor.

3. During his three years at Page, a student will select a minimum of six semesters of work in the English Language Arts Department; of these, one will be ILA, two must be from literature (including Basic Reading, if required) and two must be from composition, language, and/or mass media (including Basic Composition, if required). Students are expected to pay close attention to meeting college entrance requirements as they select their courses.

4. The school store stocks a limited number of paper back books used in our program. These may be purchased by individuals desiring personal copies of class-used materials.

Development of Program

On November 12, 1968, the Page High School English Department unanimously agreed to undertake a complete revision of the language arts curriculum. The first step in developing the new program involved establishing a consensus with regard to weaknesses in the traditional course offerings. Individual courses were then proposed in the four areas in language arts -- composition, language, literature, and mass media -- with literature courses being grouped according to theme, genre, and content or subject. Pupils were surveyed in order to determine their course preferences and needs. Committees and sub-committees were established to outline courses according to a common format; professional materials were studied prior to the preparation of course outlines. The Page Language Arts Chart (PLAC) was designed to enable teachers and counselors to determine the skills and concepts stressed in each course and to help assure that there be no omissions in the basic language arts background of each pupil. Plans were outlined for preparation and maintenance of individual pupil profile folders. Recommendations were made regarding orientation, scheduling, testing, research, a department resource center, para-professional assistance, and a summer workshop to prepare a syllabus and to plan for the implementation of the program. The proposal was approved by the Senior High School Curriculum Committee of the Greensboro City Schools on March 12, 1969 and a workshop ensued in the summer.

Throughout the development of the program, prior to its being implemented, many people gave valuable assistance and advice. Page librarians, guidance counselors, and members of seven other departments within the school were called upon for help at various points, as was Nelson Wallace, Testing Supervisor for Greensboro City Schools. Principal Robert Newton gave constant support in countless ways. Dr. Kenneth R. Newbold, Assistant Superintendent for Instruction and Pupil Personnel Services, worked closely with Page teachers, and Dr. W.J. House, Superintendent of Schools, gave his endorsement to the project. Conferences were held with representatives of the State Department of Public Instruction and with Dr. Daniel Beshara, Regional Director, Advanced Placement Program. Teachers participating in the summer workshop of 1969 attended the summer conference of the North Carolina English Teachers Association at Boone, North Carolina, where they consulted with Dr. James Layton, reading clinician at Appalachian State University. Mr. William E. Brown, former behavioral psychologist at the University of Houston, visited Page on three occasions, spending one full day training and advising workshop members in the writing of BSO's. After having studied copies of the material prepared during the school term, Dr. Floyd Rinker, Assistant to the President of College Entrance Examination Board and former Executive Secretary of the Commission on English, analyzed and evaluated the new program in the light of national trends in language arts curricula.

In the summer of 1970, six English language arts teachersat Page studied the course critiques made by students and teachers during the first year the program was in operation. Then they edited and/or revised each course description and appended to most courses material of service to the teacher. The third level of composition and of reading was changed from "Basic" to "Intermediate" and both were re-designed. In addition, two entirely new courses were outlined.

Workshop Members, 1969:
- Woodrow Carney
- Barbara Ferrell
- Iris Hunsinger
- Carolyn Lithgo
- Sue Medley
- Martha Morris

Workshop Members, 1970
- Tony Bryant
- Nell Hofer, secretary
- Iris Hunsinger
- Carolyn Lithgo
- Sue Medley
- Betty Sexton
- Lois Wyche

PURPOSES OF THE NEW LANGUAGE ARTS PROGRAM AT PAGE

1. To provide better motivation and direction for pupils and teachers
2. To measure achievement realistically and purposefully
3. To afford sequential or developmental progress
4. To prevent unnecessary repetition of subject matter
5. To provide the means for interested people to study the Page English Language Arts Program
6. To give language arts teachers greater responsibility in serving as counselors in helping students select the courses which will best meet their needs and interests
7. To put less emphasis on more acquisition of knowledge and more reliance on conceptual learning and cognitive skills
8. To offer courses which provide the means of meeting the needs of every pupil
9. To structure courses with specific but flexible demands
10. To put into practice the interrelationship of all the language arts skills in every course
11. To design a program based on behavioral objectives rather than textbooks
12. To eliminate "repeat sections" and "tracks" or "levels" and permit students from any grade and any ability group (except special education) to take any course (except AP) if the course is needed by that student
13. To provide for more individualized instruction through various levels of progress within the basic courses and independent study in all courses
14. To eliminate the apparent effort to teach everything to everybody every year and probably teach nothing

ENGLISH LANGUAGE ARTS COURSES

Page No.		Computer No.
000	Introductory Language Arts (ILA)	1025
Composition:		
001	Basic Composition A	1055
002	Basic Composition B	1055
003	Intermediate Composition	1056
004	Advanced Composition	1060
005	Dramatics A	1070
006	Dramatics B	1070
007	Speech A	1090
008	Speech B	1090
009	Beginning Creative Writing	1058
010	Advanced Creative Writing	1059
Mass Media:		
021	The Art of Film	1078
022	Script Writing	1079
023	Journalism I A	1080
024	Journalism I B	1080
025	Journalism II A	1085
026	Journalism II B	1085
027	Yearbook I A	1130
028	Yearbook I B	1130
029	Yearbook II A	1131
030	Yearbook II B	1131
031	Print, Sight, Sound: Mass Media Survey	1077
Language:		
041	Language: Its Nature and History	1917
042	Modern Grammar	1915

Page No.		Computer No.
Language (cont.)		
043	Linguistics	1916
044	Business Communications A	6920
045	Business Communications B	6920
Literature:		
051	Basic Reading A	1100
052	Basic Reading B	1100
053	Intermediate Reading	1110
054	Advanced Reading	1115
056	Theme: The Relationship Between Man and Woman	1152
057	Theme: The Search for Personal Identity and Values	1400
058	Theme: The Relationship Between Man and Society	1154
059	Theme: The Achievements and Limitations of Man	1410
060	Myths and Legends	1145
061	Literature of the Bible	1151
062	Ethnic Literature	1146
063	The Short Story	1165
064	The Short Story and the Novel	1164
065	The Novel	1162
066	Poetry-Music-Art	1153
067	Critical Analysis of Poetry	1155
068	Introduction to Drama	1071
069	Drama: Study in Depth	1075
070	Non-Fiction Literature	1500
071	Advanced Placement English A	1350
072	Advanced Placement English B	1350
073	World Literature	1140
075	Shakespeare	1120

INTRODUCTORY LANGUAGE ARTS 000

Introductory Language Arts is required of all incoming sophomores and those students new to Page who demonstrate a definite need for improvement of their language arts skills. The purposes of the course are (1) to orient the student to Page High School and to the language arts curriculum, (2) to diagnose his abilities and give guidance in planning his language arts program, and (3) to reinforce certain language arts skills. It is a highly structured course taught by multiple teachers with a lead teacher(s) in order to provide uniform experiences vital to the objectives of the program. Diagnostic tests are administered early in the program and a pupil profile folder is maintained for each student. No single text is the basis for learning; rather, a bibliography of resources is to be consulted. Except for introductory and concluding portions, the program is organized by units (or mini courses) for which students are scheduled according to need.

The introductory unit includes administration of various diagnostic texts, orientation to Page, and simple composition. Based on his performance on the diagnostic tests and in class, each student will be scheduled for up to four of the following units of study: Use of the Library, Parliamentary Procedure, Speech Improvement, Introduction to Language, Learning by Association, and Independent Study. The concluding unit includes listening skills, literary skills, and individual counseling to schedule future language arts courses.

BASIC COMPOSITION, A and B 001-002

Basic Composition, a requirement for those whose writing performance in Introductory Language Arts is below the established standard for that course (000), may be taken by any student who needs further work in elementary composition principles. It is an individualized course providing intensive practice in correct usage and clear expression of ideas. Level A embraces sentence construction, while Level B emphasizes writing unified paragraphs and simple essays.

INTERMEDIATE COMPOSITION 003

This course is concerned with individualizing the student's writing progress; hence, the student is expected to go through a semi-programed sequence of instruction and application at his own pace. The teacher will give individual guidance and evaluation of student writing. He will present theory, test the understanding of it, and structure appropriate writing assignments at each stage of the sequence.

ADVANCED COMPOSITION 004

Advanced Composition is designed to train students to write clearly and correctly with attention to content, organization, diction, and rhetoric. Students will learn to recognize, employ, and evaluate the techniques of expository writing and will complete a research paper as an independent project. Topics for writing should be derived from essays studied by the class as well as from individual interests and experiences. Each student should maintain a folder of corrected and revised assignments so that six-week and semester performance and progress may be evaluated in individual student-teacher conferences.

DRAMATICS A 005

Beginning with a brief sketch of the development of the theater from primitive man to the twentieth century, this course affords the student the opportunity to participate in group and individual pantomimes, inprovisations, and scenes, with an emphasis on stage movement and oral projection and with pertinent assignments in reading and composition.

DRAMATICS B 006

This course involves practical study in make-up, costuming, stage setting and stage lighting as well as concentrated work in producing one-act plays; therefore, the student will evaluate the work of his peers and that of professionals. Dramatics A is not necessarily a pre-requisite.

SPEECH A 007

This course is designed to assist the student in improving his oral communication. Much use will be made of the tape recorder in allowing the student to discover and overcome his own weaknesses. Emphasis will be placed on (a) improving the student's self-confidence through practice in speaking and (b) learning to express thoughts clearly and effectively in a speaking situation.

SPEECH B 008

In Speech B the student is given the opportunity to understand and apply the principles of inductive and deductive reasoning, to develop skills in persuasive speaking and critical listening, and to learn to prepare and present a traditional debate. Members of the Page High School debating team may come from this class. Prerequisites for the course are Speech A and/or teacher recommendation.

BEGINNING CREATIVE WRITING 009

Because it is recognized that not every person can attain excellence in creative writing, students in this course will be evaluated on the basis of progress, with the first assignment in each unit serving as a pre-test and the last assignment serving as a final test. Growth in the ability to evaluate peer writing should also be measured. While errors in spelling, grammar, and sentence structure should be corrected in revision, they should play a minute part in determining grades. Instruction must be highly individualized. Students of ability should be allowed to progress beyond the scope of this course and work with objectives delegated to Advanced Creative Writing.

ADVANCED CREATIVE WRITING 010

In Advanced Creative Writing students will continue to develop in greater depth and intensity all of the behavioral objectives of Beginning Creative Writing (a pre-requisite for this course). Pupils in this

ADVANCED CREATIVE WRITING (continued)

will be evaluated on the quality of their writing as well as on their growth and effort; however, instruction must continue to be highly individualized. This semester of work emphasizes narration and short story writing, but provision will be made for the student whose interests and abilities lie in poetry or another literary form. (The student who desires to write drama may take Script Writing rather than Advanced Creative Writing.)

THE ART OF FILM 021

The Art of the Film is a course designed to alert the student to the nature, quality, influence, and creative potential of motion pictures. The student is not trained in photography, but rather in educated critical viewing of films.

SCRIPT WRITING 022

This course is designed to give students a knowledge of the written form of scripts for radio, television, motion pictures, and the theater. Students are expected to develop an appreciation for these forms while they improve their writing ability. Students are required to compile portfolios of revised assignments that will be evaluated regularly in conferences with the teacher.

JOURNALISM I and II, A and B 023-026

Journalism I and II cover the newspaper publication as it pertains to high school needs. They build from basic principles and procedures to actual production in the first year (Journalism I). The second year (Journalism II) emphasizes review and production. The production includes the supervision of apprentice-students in Journalism I. Professional and student publications are utilized as often as possible to demonstrate techniques and practices.

YEARBOOK I and II, A and B 027-030

The courses in yearbook have two main goals: (1) to teach the student the business of publishing from providing publication revenue to the actual printing of a publication, and (2) to promote a spirit of cooperation, organization, and self-discipline through a highly structured, real business venture. The yearbook should be regarded as a means, not an end; as a teaching device, not an extracurricular activity.

PRINT, SIGHT, AND SOUND: A SURVEY OF MASS MEDIA 031

This course is designed to help the student develop critical reading, listening, and viewing habits in regard to newspapers, magazines, radio, and television. Units should be organized around each of the four media; however, learning will be less fragmented and more comparable to real life if the media are tied together by means of comparison and contrast whenever possible. The primary purpose of the course is to develop the standard language arts skills while encouraging students to become more discriminating consumers of mass media.

LANGUAGE: ITS NATURE AND HISTORY 041

This course is an in-depth study of the history and nature of our language. Emphasis will be palced on the changes in order, structure, and usage of the language.

MODERN GRAMMAR 042

In this course the student briefly examines traditional, historical-comparative, structural, generative, and transformational grammars so that he may understand the main differences between traditional grammar and the modern grammars. The bulk of the course consists of the process of generating complex sentences from simple ones. The phonemic alphabet, pitch, stress and juncture, function words, morphemes, and compositions will also be studied.

LINGUISTICS 043

Linguistics is designed to increase the student's awareness of the psychological and social functions of our language as reflected in literature. Students will therefore read selected portions of major works (dramas, novels, the Bible), full length essays, and poems. Semantics, dialectology, and usage are stressed so that the student may gain a greater understanding of how the society influences our language. This course offers much opportunity for group work and independent study.

BUSINESS COMMUNICATIONS 044,045

Business Communications is designed for seniors taking business courses including Cooperative Office Occupations, Distributive Education, and Industrial Cooperative Training. This course includes word study, oral communications, review of English fundamentals, parallel reading, principles of letter writing, business reports, and other written business communications. One semester of typing is a pre-requisite for this course.

BASIC READING, A and B 051-052

Basic Reading is a requirement of those whose reading performance in Introductory Language Arts is below an established standard for that course (000). Students who realize that they have reading difficulty

BASIC READING, A and B (continued)

may also elect to take Basic Reading. Each student progresses at his own pace and may be re-cycled when achievement does not meet specified levels. A student may complete Basic Reading in one semester for one semester's credit, or he may remain in the course two semesters, earning credit for each semester of satisfactory work. After the first semester, the student may elect to take a second language arts course in addition to Basic Reading. Any student recommended for this course by a junior high school teacher may take it simultaneously with Introductory Language Arts.

INTERMEDIATE READING 053

Intermediate Reading is structured so that the student may develop an appreciation for literature while he improves his language and composition skills. Following the inductive method the course stresses vocabulary improvement, discussion techniques, sentence structure, reading improvement and composition skills. The literature section of the course is designed so that students may see the relationship between literature and other types of art. The language and composition section of the course is interwoven with the literature section so that students may generate meaningful writing from literature pertinent to their everyday lives. Classes are limited to those students who demonstrate a need for definite reading improvement beyond Basic Reading.

ADVANCED READING 054

In Advanced Reading the student will follow an individualized program in which he will work at his own pace to develop both speed and comprehension in reading. This is not a "speed reading" class, for the greatest emphasis is placed on critical and interpretive reading. Membership in the course will be permitted only upon the recommendation of the student's language arts teacher.

THEME IN LITERATURE: THE RELATIONSHIP BETWEEN MAN AND WOMAN 056

This course is designed to share with the student the experience and insights of mature writers in order to develop an understanding of the conflicts and attractions between men and womem. Short stories, novels, poems, and plays will constitute the materials of the course. Student discussion (oral and written) and problem solving will be emphasized.

THEME IN LITERATURE: THE SEARCH FOR PERSONAL IDENTITY AND VALUES 057

This course is designed to aid students in their search for personal identity and values. Its philosophy is that one finds himself by finding others. The course should involve a great deal of open discussion. Reticent students shoudl be given priority attention.

THEME IN LITERATURE: MAN AND SOCIETY

058

The major purposes of this course are (1) to point out characteristics of society, (2) to show man's desire to escape from society, (3) to suggest some possible acceptable solutions to social problems, and (4) to discuss various utopian societies and compare them with our society. Novels, short stories, poems, and biographies are used in order to show the effect of man and society on each other. The student will finish a teacher-approved independent semester project.

THEME IN LITERATURE: THE ACHIEVEMENT AND LIMITATIONS OF MAN

059

Since man has the innate desire to succeed, the student will seek to discover how man can diminish his limitations and increase his achievements. The students will observe man's successes and triumphs in life along with his weaknesses and failures through the study of current periodicals, poetry, novels, short stories, and biographies.

060

MYTHS AND LEGENDS

In studying myths, legends, and folktales from various countries and times, students in this course will focus their attention upon the origins, meanings, and influences of folklore on language, literature, and the arts. The major portion of class time will be allotted to the pursuit of independent study and group activities which will reinforce the understanding and importance of mythology as it relates to life and literature. Much attention will be given to word study and the interpretation of quotations in literature; in addition, each student will prepare a minimum of two creative projects related to the course.

061

LITERATURE OF THE BIBLE

The major purposes of this course are (1) to fill the void in our knowledge of our literary heritage in the Bible and (2) to gain an appreciation of the literature of the Bible through identifying its effects on the art forms of Western culture (music, art, drama, language, etc.). Selections from both the Old and the New Testament will be studied from the point of view of literature instead of religion.

062

ETHNIC LITERATURE

The students in this course will read principally from American literature by and about Negroes, Jews, American Indians, and Mexicans, so that (1) the members of a minority may develop a more realistic self-image and (2) both the majority and the minority may acquire new insights into the reflections in literature of the thoughts, problems, and aspirations of individuals belonging to minority groups in America. Two independent study projects will be prepared during the semester.

ETHNIC LITERATURE (continued)

The word ethnic is hereby defined as "of, belonging to, or distinctive of a particular racial, cultural, or language division of mankind;" also, "of or belonging to a population subdivision marked by common features of language, customs, etc."

The word cultural is defined here as "the sum total of the attainments and learned behavior patterns. . . regarded as expressing a traditional way of life subject to gradual but continuous modification by succeeding generations."

THE SHORT STORY

063

The purposes of this course are (1) to acquire a working knowledge of the techniques used in the writing of the short story, and (2) to become familiar with the various works of noted authors. An approved independent study project will be completed by each student.

THE SHORT STORY AND THE NOVEL

064

In this course the student will examine, compare and contrast the elements of both the short story and the novel. Selections will be made from works of fiction which will enable one to (1) draw parallels or contrasts in elements, and/or (2) study both types of literary forms by the same author.

THE NOVEL

065

This course will be an intensive study of the novel form. The purpose will be to enable the student (1) to discover deeper insights into human experiences and values, (2) to acquire an understanding of the nature and purposes of fiction, and (3) to develop the ability to examine a novel according to its internal structure. A minimum of four novels (one classic and three modern) will be studied in depth. Individual parallel reading will be encouraged. Each student will prepare an independent study project by the end of the semester.

POETRY, MUSIC AND ART

066

The course Poetry, Music and Art will explore the audial relationships between poetry and music and the visual relationships between poetry and art. Interpretation in the narrow sense of technical analysis is not intended. Imagination and involvement should be the key objectives in planning activities. Both classical and contemporary selections should be employed. Each student will complete an independent semester project.

POETRY FOR ANALYSIS

067

This course is the study of the development of poetry during important periods, the various types of poetry, the internal structure of poetry, poetic devices, and the relationship between form and content. The student will learn to write explications of poems and will complete an independent study project during the semester.

INTRODUCTION TO DRAMA

068

This course is an introduction to the reading of drama with an emphasis on appreciation. Attention will be placed on character development, sequence of action, presentation of theme, and setting.

DRAMA: STUDY IN DEPTH

069

This course involves an in-depth analysis and interpretation of selected dramas from world literature. Attention will be placed on analyzing individual characters and evaluating plays from various periods. Each student will complete an independent study project.

NON-FICTION

070

In this course the student will acquire a deeper insight into the thoughts, problems and personalities of people in various parts of the world through reading selected biographies, essays, speeches, periodicals, etc. In addition, they will become more keenly award of the relationship of self to other people. Students will also become award of the numerous forms of non-fiction literature, and prepare a teacher-approved semester project.

ADVANCED PLACEMENT ENGLISH

071-072

This is a college level course for students with exceptional ability. The content of the course is concerned with a mature understanding and enjoyment of literature and the making of free responses to the works read. Units of study are organized around literary types: essay, poetry, drama, and novel. The approach to the various literary forms is interpretative, analytical, comparative, and critical. Students enrolled in this course are required to take the examination prepared by the College Board's Advanced Placement Program. Membership is restricted to twelfth grade students selected because of their ability and achievement displayed in two previous years of intensive study in literature and composition. It is suggested that Advanced Composition and three or four literature courses studied in depth might be helpful in preparing for Advanced Placement English.

WORLD LITERATURE

073

World Literature students will pursue a basically independent and in-depth study of representative works of both fiction and non-fiction principally from countries other than Britain and the United State . Students will frequently serve as seminar leaders in presenting material read independently and/or in small groups. Admission to the course is limited by teacher referral and screening process.

SHAKESPEARE

075

Students in this course will gain an over-view of Shakespeare as a dramatist and poet through a study of selected plays, sonnets, and songs, with an independent reading of the biography Shakespeare of London by Marcette Chute. Five plays - Julius Caesar, Twelfth Night, Hamlet, King Lear, and The Tempest - together with selected sonnets and songs will form the basis for the course. Each student will also read one comedy, individually chosen, and will complete an independent study project.

THE ART OF FILM SAMPLE COURSE OUTLINE 021

The Art of Film is a course designed to alert the student to the nature, quality, influence, and creative potential of motion pictures. The student is not trained in photography, but rather in educated critical viewing of films-

Behavioral Objectives:

1. To illustrate the limitations and possibilities of film by writing descriptive papers on objects, aspects of nature, or characters and illustrating them with photographs made by the student or clipped from periodicals
2. To perform library research on a topic related to the history of motion pictures
3. To report orally and/or in writing on research findings from above
4. To discuss throughout the course the influence of the motion picture on the individual and on society (include censorship, propaganda, etc.)
5. To discuss film techniques and film reviews with guest critics and filmmakers
6. To analyze film reviews in current periodicals in order to learn techniques of review writing
7. To criticize orally a series of films, emphasizing points that could be made in a review
8. To write reviews of films viewed in class and independently
9. To maintain a vocabulary notebook including words related to filmmaking techniques as well as words selected by the teacher from films viewed in class and from assigned reading
10. To discuss the "language of films" (see Exploring the Film) and to identify this language in films viewed in class
11. To analyze and evaluate films viewed in class and independently in the light of techniques of "visual language" (see #10 above)
12. To outline steps in filmmaking, describing the roles of various participants (See Exploring the Film.)
13. To analyze and evaluate in films the effects of techniques involving such elements as the following: framing, camera distance, camera speed, angle, lighting, color, motion, and sound (including background music)
14. To indentify, analyze, and evaluate film methods of portraying emotions, building suspense, sustaining mood, and utilizing symbols
15. To identify and discuss the techniques for developing characters in films viewed
16. To write character analyses based on selected film roles

17. To construct plot outlines of films viewed in class or independently

18. To identify, analyze, and evaluate techniques peculiar to documentary films

19. To compare and contrast films with television paying attention to the techniques, advantages, and disadvantages of each medium

20. To compare techniques used in a novel, short story, or drama with those used in a film version of the work (Use All the King's Men, Arsenic and Old Lace, or Caine Mutiny. See also the film On the Waterfront and "Why Write if You Can't Sell it to Pictures" in Adventures in American Literature, Olympic ed.)

21. To complete, as an individual or group project, one of the following activities:
    a. a picture-story using a series of photographs (original or clipped from periodicals) or drawings
    b. an original scenario, specifying special techniques to be used in filming
    c. an original film
    d. a film made by splicing old home movies (See camera ships for movies developed but never called for.)

22. To evaluate orally or in writing the projects done by classmates

Materials and Resources

I. Audio Visual Materials

A. Free films (Greensboro A-V dept.)

"Fiddle Dee Dee"	4 minutes
"Hen Hop"	4
"Loon's Necklace"	11
"Surrealism"	7
"El Patito Feo"	11
"Ugly Duckling"	10
"Le Plus Petit Ange"	11
"Pompeii and Vesuvius"	11
"The Gossip"	13
"Fox and Rooster"	10
"Morning on the Lievre"	
"Three Fox Fables"	10
"Time of Wonder"	13
"20,000 Leagues Under the Sea"	10
"Aesop's Fables" I,II,III	12,10,12
"Pacific 231"	
"Beher and the Wolf"	14
"Geological Work of Ice"	11
"Indian Dances"	11
"Life in the Desert"	11
"Geology of the Grand Canyon"	17

"The Aged Land" (Greece)	25	minutes
"The Grand Canyon"	29	
"The Oregon Trail"	25	
"America the Beautiful	28	
"The Stone Cutter"	6	

"Adventure in Space"	14
"Aerial Tour of WSMR"	10
"An American Rendezvous"	20
"The Blue Angels" (pilots)	14
"Crossover" (SFP1151)	14
"Journey into Space" (animated)	12
"Sport of the Space Age"	20
"A is for Architecture"	30
"Neighbours"	27
"A Phantasy"	8
"Short and Suite"	6
"Corral"	12
"Glas-Leerdam"	10
"Expo '67"	23
"Red Kite"	17
"Fastest Indy 500"	25

B. Short films (rental

from Learning Institute of North Carolina

"Dream of Wild Horses"	$2.00
"No Reason to Stay"	$2.00
"Great Adventure"	$5.00
"Home of the Brave"	$4.00
Nanook of the North	$5.00
"Night of the Fog"	$2.00
"Occurence at Owl Creek Bridge"	$2.00
"Why Man Creates"	$7.00

from McGraw-Hill Catalogue:

"Chickamauga"	$25.00
"The Game"	$ 8.00
"Phoebe"	$ 8.00
"Minister of Hate"	$11.00

from Metropolitan Museum of Art:

"Fall of the House of Usher" (1928)	$12.00
"Life and Death of a Hollywood Extra"	$ 6.00
"Un Chien Andalou" (1929 silent)	$12.00
"L'Histoire du Soldat Inconnu"—	$ 6.00
Birth of a Nation -- excerpt -- (1915)	$ 6.00
"You Only Live Once" (to show cuts and takes	
"Guernica" (Flaherty, unfinished)	$ 6.00

Other sources:

"Appalachian Spring" (Martha Graham) University of California		$16.00
"Harlem Wednesday" (McGraw--new releases)		$12.00
"Huelga!" (1965) (McGraw -- new releases)		$30.00
"World of '68"	Braverman	$10.00
"American Time Capsule		$ 8.00
"Primordium" (Jerry Pantzer)		$10.00

C. Full-length films

Casablanca (Twyman films)	$23.00
On the Waterfront (Twyman films)	$37.50
This is Marshall McLuhan: the medium is the message (McGraw-Hill)	$35.00
Harvest of Shame (McGraw Hill)	$25.00
The Virginian (1929) (Met.)	$45.00
What Price Glory (1926) (Met.)	$45.00
Million Dollar Legs (Met.)	$40.00
Cabinet of Dr. Caligari (Met.)	$30.00
Blue Angel (von Sternberg) Met.)	$45.00
All the King's Men (Brandon Cinema)	$22.50
Arsenic and Old Lace (Brandon)	$22.50
Caine Mutiny (Brandon)	$25.00
Chaplin Festival (Brandon)	$22.50
42nd Street (Brandon)	$20.00

North Dakota Department of Public Instruction
English Language Arts Curriculum Guide
Bismarck, North Dakota

Secondary Education

September 1970

M. F. Peterson
Superintendent of Public Instruction

ENGLISH LANGUAGE ARTS

OBJECTIVES

The English language arts program is comprised of the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with developing the following:

1. Proficiency and control in the use of the English language.
2. Appreciation of a variety of literary forms.
3. Understanding and appreciation of various aspects of past and present cultures as expressed in literature.
4. Interests which will motivate a desire for life-long participation in the language arts.

COURSE DESCRIPTIONS

Courses in English language arts involve subject matter and experiences concerned with knowledge, understanding, and skills designed to develop competency in the use of language. Emphasis is on (1) oral language involving "intake" (listening), and "output" (speaking), and (2) written language involving "intake" (reading), and "output" (writing). Mental activities include the development of vocabulary, concepts, interpretations, reactions, responses, and concentration on skills in listening, speaking, reading, and writing.

The language arts skills are developed in the following courses which can be studied individually, but for maximum results should be treated in a language arts block as a unified subject up through grade ten, and in grades eleven and twelve except for half-year electives. Such courses should also be correlated with other subject areas, when appropriate.

Brief course outlines follow the sequence chart and the list of English electives optional for schools wishing to offer a wider variety of courses at the secondary level in place of the traditional courses, English I-IV.

It is not intended that this entire list of courses be offered in each school, but that this will give direction in choosing electives to be offered. Any of these electives may be offered in addition to English III and IV, or in lieu of English III and IV. In the latter case at least four electives must be offered each year to students in grades eleven and twelve. There should be balance between literature and grammar/composition courses.

For further information and help on the various grade levels, see also the curriculum guide, English Language Arts for North Dakota, 1969.

ENGLISH LANGUAGE ARTS

Grades	Weekly Time Allotment	Weeks Per Year	Credit	Sequence
1	800-850 min.	36	--	Sequential program incorporating literature, reading skills, language study, speech, writing, spelling, word study, etc.
2	725-775 "	36	--	
3	605-715 "	36	--	
4	480-590 "	36	--	
5	480-590 "	36	--	
6	480-590 "	36	--	
7	350-425 "	36	--	Balanced program for all in literature, language study, oral and written composition; often organized around units of instruction; attention throughout to skills involved in thinking, speaking, reading, and listening; emphasis on phases of grammar in grades 7,8, and 9 only; skills as needed in subsequent years; speech unit suggested for all in 9; usage.
8	350-425 "	36	--	
9	5 periods	36	1	
10	5 periods	36	1	Continuation of language study, oral and written composition, and types of literature (often including world literature); journalism unit suggested; skills as needed.*
11**	5 periods	36	1	Emphasis on American ideals and ideas as expressed in American literature. Continued development of speaking and writing competence. Continued work on skills as needed.*
12**	5 periods	36	1	Emphasis on English literature, or world literature including English literature. Appropriate speaking and writing experiences. Continued work on skills if needed.*

See the curriculum guide, English Language Arts for North Dakota, 1969, for additional information and suggestions.

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*Effort should be made to avoid continued emphasis on all places of grammar each year, in constant repetition.

**See optional English electives, following page.

ELECTIVES

For schools with more than one English class per grade and with a sufficient number of staff members, all electives listed below may be offered to students in grade twelve or in grades eleven and twelve. Teachers assigned such courses should have had training in each specific area of assignment, as with electives currently listed in the Administrative Manual (at least five semester hours in each specific area).

English electives for these grades may be offered at the option of individual schools, according to the needs of the students and of the community, and in accordance with the strengths of the English staff of the school. Although students should have some choice of courses, they should receive guidance in making selections. Students should also have an opportunity to take more than four units if they so choose.

For each of the first two electives listed, Advanced English and Business English, up to one unit of credit may be applied toward the two units of English for grades eleven and twelve. For all other electives, one half-unit of credit for any one elective may be applied toward the two units for grades eleven and twelve, including those courses which may extend to a one-year or two-year sequence (i.e., Debate, Journalism, and Speech.)

ELECTIVE COURSES, Grades 11-12 (optional):

	Time Allot.	Per./Week	Weeks	Credit	
Advanced English	1 period	5	18-36	½-1	Program for accelerated students; one credit if it includes literature.
Business English	1 period	5	18-36	½-1	See course description. May be one credit if it includes literature.
Debate	1 period	5	18-72	½-2	See course description.
Journalism	1 period	5	18-36	½-1	See course description.
Speech	1 period	5	18-72	½-2	See course description.

11-12 Electives, cont.:

American Literature
English Literature
Modern Literature
World Literature
Biography
Drama
Fiction
Poetry

Composition
Advanced Composition
Creative Writing
Grammar
History of the English Language
Semantics

18 weeks each, one period per day — ½ credit each

See course descriptions for content of these courses.

Grammar -- The division of linguistics including primarily morphology and syntax; hence the study by various methods of the structural devices by which the meaning-bearing units of a language (morphemes, words, phrases, sentences) are identified and their relationships indicated.

Traditional Grammar (School) -- The study of the type of English grammar commonly taught in schools from the nineteenth century on, generally using semantic criteria for identifying "parts of speech" and other categories derived from Latin grammar, emphasizing sentence analysis, and often normative in character and prescriptive in application.

Structural Grammar (Descriptive) -- Study concerned with the type of grammar which objectively describes and analyzes the structure of a language in terms of (1) formally identifiable units in a hierarchy of increasingly complex combinations, and (2) the immediate and ultimate constituents of sentences. (The term "Descriptive Grammar," sometimes used synonymously with "Structural Grammar," properly includes any kind of grammar derived inductively from objective observation of a body of utterances in a language.)

Generative Grammar -- The type of grammar which uses a set of rules, in a required order, capable of generating (or accounting for) all possible grammatically acceptable sentences of a language. The rules are commonly expressed as formulas composed of symbols standing for linguistic units and operations.

Transformational Grammar -- A type of grammar (usually generative, q.v.) which explains certain constructions as being derived from others by processes of structural change without change of meaning (i.e., by transformations).

Usage (Functional Grammar) -- The study and teaching of the ways of which certain selected features of a language, especially those not "system-centered" or covered by general rules, are employed (the descriptive approach) or should be employed (the prescription approach). The features may be grammatical, lexical, or other, and they may be seen in relation to (1) the social or esthetic milieu (e.g., illiterate, common, and cultivated) and (2) the use they are put to (e.g., conversation, or formal address). In school practice, where a standard form of the language is to be inculcated, the prescriptive approach necessarily obtains; this is acceptable, however, if prescriptions are soundly based on accurate descriptions.

History of the English Language -- The study of the ways in which the Anglo-Saxon dialects transplanted to Britain in the fifth century A.D. developed in the course of time into the language called "English", today. Any or all aspects of the broad subject are included, but attention centers especially on the "outer history" (the influence of nonlinguistic factors such as social and political change) and the "inner history" (the processes of general language change as they affected this specific language).

Secondary Courses

American Literature -- The study of selected American literary works of various types. Such subject matter is usually related to the development of distinctive qualities of the national literature through the use of writers of indigenous materials. The study may be conducted within an historical framework or within an organization by themes or by literary types.

English Literature -- The study of selected English literary works of various types. These works can be approached within successive historical periods of English history with attention to differences in the cultural settings and varying styles of literary expression.

World Literature -- The study of selected literary works of Western and Eastern cultural origin from ancient times to the present. Such study frequently includes religious and philosophic works which have literary excellence.

Modern Literature -- The study of selected modern literary works of prose and poetry in relation to recurring literary themes, contemporary topics, style, and comparison (literary criticism). Selections should not duplicate those of the three preceding courses.

Biography -- The study of the lives of persons in narrative accounts which have stylistic and other formal qualities that make them noteworthy as literary works. Techniques of presentation have been developed through the ages; and many of these have aimed to reveal the character of the subject as well as the facts of his life. Biographies often serve to satisfy young peoples' search for ideals and values.

Drama -- The study of a type of literature distinguished by plot, setting, theme, and characters engaged in movement and dialogue. It is distinguished from narrative by being a direct presentation of action. The main types and styles of dramatic literature usually studied are: tragedy, comedy, melodrama, farce, social drama of ideas; classical, romantic, realistic, impressionistic, and expressionistic. The structure of a drama, its plot, and the techniques by which character is revealed are primary items for consideration in the study of a drama. Dramas are often expressions of a philosophy or social point of view of the dramatist, and often serve as excellent revelations of the temper of a historical period or of a culture. Appreciation of the literary qualities of a drama may be enhanced by its being read as an artistic creation intended for performance on a stage.

Fiction — The study of short stories and novels with special attention to point of view, plot, character, setting, and theme. Frequently teachers select fictional works in accordance with their suitability for pupils' developmental levels and their needs and interests.

Poetry -- The study of literary selections which are characterized by rhythm, imagery, words chosen for their connotative values, and varied figures of speech, especially similes and metaphors; they may or may not have rhyme. Poems may be studied by types, or they may be arranged by theme and studied in relation to theme. They sometimes are studied within an historical framework of literary periods; when studied in such contexts they may be considered as expressions of the spirit of the era in which they were written. However, they have most frequently been regarded as revelations of writers' emotions and ideas.

Secondary Courses

Composition -- Learning activities concerned with the art of selecting, combining, and arranging words in connected discourse, oral or written.

Advanced Composition -- A sequence of learning activities in composition for accelerated students.

Semantics (General) -- The body of principles sometimes included for study and application in composition courses. The primary purpose of general semantics as a discipline, or as a point of view, in the field of communication is to improve language habits so that verbal symbols correspond more exactly to persons, things, and events on the nonverbal or fact level. It is the study of evaluative processes, the ways in which a person interprets his language. Attention is usually given to: factual as distinguished from inferential statements; multi-values in nature as distinguished from two-valued orientation in the language of writers or speakers; verbal abstractions as distinguished from low-order terms; indexing or noting differences so as to avoid stereotyping; dating so as to avoid rigidity; emotive language and its effects on human behavior; the distinction between a thing and its label or name; and the contexts of language.

Creative Writing -- Subject matter and experiences designed to develop knowledge, understanding, and skills involved in a form of writing that is free and independent and expresses the interest of and provides satisfaction to the writer.

Journalism -- The study and practice of writing, editing, and publishing newspapers and other periodicals. Instruction usually emphasizes reporting and feature and editorial writing.

Speech -- The study of the practical arts of speaking as revealed in the variety of forms and functions evident in public discourse. Emphasized are speech-making (composition and delivery), audience analysis and listening behavior, persuasion, discussion, parliamentary procedure, speech criticism, and the history of rhetoric and public address.

Debate -- Study and practice in the discovery, selection, analysis, organization, and presentation of evidence and argument for and against a proposition, often in formal debate.

BUSINESS ENGLISH

Business English — Language, speaking, and writing experiences related to future occupations of students of a given school, for boys as well as girls. Programs should include activities such as appropriate oral language experiences (interviews, selling, business telephone techniques, receptionist, secretarial, shop, office, and agri-business routines); business correspondence (including letters, office forms, business reports, etc.); reading (literature, biographies, career literature, interpreting business charts and business magazines); and individual or small group experiences in appropriate business establishments.

Loretto High School Experimental English Program
Louisville, Kentucky

Grades 10-12

1970

EXPERIMENTAL ENGLISH PROGRAM AT LORETTO HIGH SCHOOL, LOUISVILLE

The new English curriculum at Loretto High School in Louisville is one result of the general search for individualization in learning at the secondary level. Loretto is a small four-year high school of about 270 girls. Since it is not college preparatory, material must be provided for the 60% of the students who will not go to college as well as for those who will go. Most girls come from families in which parents' education is limited to upper grade or high school background. Our English department consists of two and one-half teachers. Because the school is small, any attempt at grouping, whether homogeneous or arbitrary, has been unsatisfactory; seldom were more than two divisions possible, so the division at the median left an extensive ability range upward and downward. We investigated phasing, but found that in our situation it would be nothing but glorified tracking, and that was not what we wanted.

So much for our limitations. Our chief assets were well qualified teachers (even the half has an M.A. in English), and a principal who would make every effort to schedule classes so that we could experiment within them. So little by little, with a final nudge from an article in the March, 1967, ENGLISH JOURNAL written by Martha Ellison of the Kentucky Department of Education, we evolved this plan.

All incoming ninth-graders will take our conventional course, in which we have three main purposes--to help the girls discover that reading is fun, to add various types of work with mythology to the regular literature material, and to introduce a rather informal linguistics approach to language to provide the basis on which to build the whole language program. In addition, this year we are adding an experimental course called, for want of a better term, "Communications," because it will combine for the very slowest freshmen as much exciting work as we can manage in teen-age magazines, paperbacks, newspapers, film---whatever we hope will help them want to read and talk.

The other three years will be divided into six-week units (we function on a nine-week grading basis, but will cut across those dates). Each girl will thus be able to take 18 such units in her three years. Of these, thirteen are required: three of language, two of composition, eight of literature, with one more of writing and two of literature recommended for those going to college. There are certain prerequisites--Shakespeare I before II, for instance, and introductory courses in poetry, fiction, and drama before any other literature; also, all sophomores must take Language Review as their first unit. Students may enroll for a class regardless of their grade level. No attempt was made at registration to group by achievement, although interests and ability have made some natural groupings. For the final list of this year's offerings, see the accompanying chart.

To achieve more individualization, we hope to do several things. This year we are asking for two additional levels of work above class work in order to get a grade above a C. One level is participation in a school-wide reading program which has been functioning for several years; another is completing one or two major assignments connected with each unit. Besides this, capable students may ask for a period of independent study on some phase of English.

As the program goes on, we have planned to add courses like Advanced Novel, Tragedy, Comedy, or others as the students want them. Further, a flexible program of religion classes will make it possible for students to register for units outside their own scheduled English period.

We recognize some difficulties in the program, but the advantages are appealing. Besides the prime one of allowing for individualization, there are several. Groups are often quite small, 15 to 20 students. We are able to use most of the textbooks we have, except for the language courses and a couple of literature units, for which paperbacks are available. We are able to give some units what otherwise would be hard to include, e.g., the language units, a film study unit, and a single unit called Introduction to English Literature, for those who are not going to college. Teachers are able to work in their own special fields of interest; e.g., the language courses are all given by one teacher, the English literature by one, the introductory courses by one. Students may hope that their sequence will help avoid much of the usual repetition of subjects from year to year. Also--a practical point--the program did not require any special manipulation of the school schedule beyond trying to put most of the English classes at three periods of the day. Finally, the program does not seem to depend solely on the teachers who set it up, for it draws very much on traditional preparation and subject-matter.

Innovations in materials and approaches which have been planned in each unit are not strictly a part of the program, but the shift in the total approach has invited teachers to explore new methods and especially to make more use of the extraordinarily fine film collection at the Louisville Free Public Library. Probably the greatest advantage of the whole program is the eagerness it has engendered in the teachers, who are looking forward to its variety and concentration of focus--and are already planning improvements for next year.

COURSE DESCRIPTIONS

LANGUAGE COURSES

Language Review. Required as the first course for all sophomores; available to others. A short review of sentence patterns, combination into longer sentences, etc. Mastery of writing paragraphs.

Word Study. An intensive study of vocabulary--roots, prefixes, etc.; the stories of many words and phrases in the language; work with semantics, or the emotional uses of words. Recommended for sophomores.

American Dialects. How American language differences have developed; the various dialects each person speaks daily; how new words are added to our language; the development of slang, etc. Recommended in connection with American Literature Survey.

Story of the English Language. The study of how our language has developed from its beginnings; how English differs from other languages; how our current usages developed; dictionaries; how new words are formed. Recommended especially for college preparatory students.

WRITING COURSES

Techniques of Composition I. Training in clear expository writing, not creative writing--how to frame a thesis sentence and develop it into a theme of several paragraphs.

Techniques of Composition II. Prerequisite: Techniques of Composition I. Emphasis on balance and continuity, on word choice, on developing a pleasing style. The art of composition will also be studied by using pictures and by recording the students' own tapes.

Research Paper. Prerequisite: Techniques of Composition I. Choosing a topic; becoming familiar with library sources and research procedures; mastering term-paper form. Recommended for students who plan to continue their education.

LITERATURE COURSES

Introduction to Fiction. How to get the most out of reading short stories and novels for pleasure and understanding; novels probably Animal Farm and Lord of the Flies.

Modern Fiction. Prerequisite: Introduction to Fiction. Short stories and novels of the 20th Century. Besides class readings, students may choose one or more authors for intensive study. Probably Hemingway, Faulkner, Thurber, Steinbeck, James, Baldwin, etc.

Advanced Novel. Prerequisite: Introduction to Fiction. Study of five or six important modern and classic novels of American and England in various types--satire, mystery, etc. Students may select special novels to emphasize. Probably Power and the Glory, one by Dickens, The Loved One, Turn of the Screw, others by choice. Probable fee $2.00.

Introduction to Poetry. How to read Poetry; understanding meter, figures of speech, rhythm, etc.

Modern Poetry. Poetry up to our own time in America and England.

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Introduction to Drama. What makes a good play, with reading of Classical and modern plays. Requirement: attendance at at least one performance at a local theatre; TV plays to be assigned and studied as available. *Miracle Worker* ; *Romeo and Juliet* and *West Side Story*; *Pygmalion* and *My Fair Lady*; *Cyrano de Bergerac*.

Modern Drama. Prerequisite: Introduction to Drama. Important modern plays and playwrights, with emphasis on Americans. *Attendance at local theatre required*. *Glass Menagerie*, *Death of a Salesman*, *Our Town*, *Green Pastures*, *A Man for All Seasons*, one by O'Neill. Probable fee $1.50.

Shakespeare I. Prerequisite: Introduction to Drama. Introduction to theatre of Shakespeare's day; study of several plays using films and records. *Taming of the Shrew*; *Julius Caesar*; *Midsummer Night's Dream*.

Shakespeare II. Prerequisite: Shakespeare I. Study of the two great tragedies, *Macbeth* and *Hamlet*. Required for seniors this year.

Film Study. Prerequisite: Introduction to Drama. Standards for judging films and TV shows; knowledge of some technical language and of some history of film. N.B. A fee (probably $2.50) will be charged for this course to cover film rentals. Not open to sophomores.

Tragedy. Prerequisite: Introduction to Drama. Study of the tragic idea in some of the great plays of our culture from the Greeks on. *Oedipus Rex*; *Antigone*; *Dr. Faustus*; *Ghosts*. Probable fee $1.50.

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American Literature Survey 1. Reading of the ideas that have made us what we are, with emphasis on the short story; Hawthorne's *Scarlet Letter*. This must be followed by American Literature Survey 2.

American Literature Survey 2. 1850 to 1900 -- How Americans expressed themselves during the time of the Civil War and the Westward Movement: *Huckleberry Finn*.

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Introduction to English Literature. A course for the student who does not intend to go to college but who would like to know some of the great English writers from Chaucer on.

English Literature Survey 1. Beginnings through the Middle Ages, including ballads, Chaucer, and the knightly romances. This must be followed by English Literature Survey 2 and 3.

English Literature Survey 2. Elizabethan age except Shakespeare; 17th and 18th century literature; satire.

English Literature Survey 3. The Romantic and Victorian writers, up to the 20th century.

REQUIREMENTS:

Sophomores: If you are a sophomore now, you must choose Language Review as your first unit this year. Choose your other courses with these requirements in mind. By the time you graduate you must have taken:

1. Two units on language besides Language Review.
2. Two units on writing.
3. Two units of American Literature Survey, to be taken together
   One unit of English literature. (Note: Three units of English Literature Survey are recommended if you wish to go to college.)
   One unit on Shakespeare.
   One unit on poetry.
   One unit on drama.
   One unit of fiction (short stories and novels).

These requirements will leave you several electives. It would be useful for sophomores to take the introductory courses in poetry, drama, and fiction this year, as then they will be equipped to choose any course in the next two years.

Juniors: If you are a junior now, by the time you graduate you must have completed the following requirements:

1. Two units of language.
2. Two units of writing.
3. Two units of American Literature Survey, to be taken together.
   One unit of English literature. (Note: Three units of English Literature Survey are recommended if you wish to go to college)
   One unit of Shakespeare.
   One unit of poetry or drama or fiction.

As you will notice in the course descriptions, introductory courses are required before any other course in poetry, fiction, or drama. However, this year the sophomore classes you have completed will be considered as such introductory courses. Therefore in registering, you will not have to be concerned about prerequisites, although you may take those courses if you wish.

Seniors: If you are a senior now, by the time you graduate you must have completed the following requirements:

1. One unit on writing--Techniques of Composition II or Research Paper (recommended for those who are continuing their education)
2. The Story of the English Language.
3. One unit on English Literature. (Note: Three units of English Literature Survey are recommended if you plan to go to college.)
   Shakespeare II

COURSE DESCRIPTIONS, Cont.

Independent Study. A six-week unit, or a few weeks within another unit. Students who have shown their ability to pursue independent study may choose to do work on some aspect of literature or language which particularly interests them.

Period	UNITS FOR SIX-WEEK CHOICES					
	1	2	3	4	5	6
1st PERIOD	Eng.Lit Survey 1 Amer.Lit.Survey 1 Story of Eng.Lang. Tech. of Comp. II	Eng.Lit.Survey 2 Amer.Lit.Survey 2 Amer. Dialects Research Paper	Eng.Lit.Survey 3 Modern Fiction Shakespeare II Tech. of Comp. II	Eng.Lit.Survey 1 Amer.Lit.Survey 1 Amer. Dialects Shakespeare II	Eng.Lit.Survey 2 Amer.Lit.Survey 2 Story of Eng.Lang. Modern Drama	Eng.Lit.Survey 3 Modern Poetry Film Study Research Paper
2nd PERIOD	Language Review Amer.Lit.Survey 1 Eng.Lit.Survey 1 Tech. of Comp. II Shakespeare II	Intro. to drama Amer.Lit.Survey 2 Eng.Lit.Survey 2 Story of Eng.Lang. Intro. to fiction	Tech.of Comp. I Shakespeare I Eng.Lit.Survey 3 Amer. Dialects Research Paper	Amer.Lit.Survey 1 Eng.Lit.Survey 1 Intro. to poetry Tech. of Comp. II	Amer.Lit.Survey 2 Eng.Lit.Survey 2 Shakespeare II Word Study	Film Study Eng.Lit.Survey 3 Intro. to fiction Modern drama
3rd PERIOD	JUNIOR AND SOPHOMORE RELIGION FIRST SEMESTER			Story of Eng.Lang. Tech. of Comp. II Advanced Novel	Modern Drama Tech. of Comp. II Tragedy	Modern Fiction Intro. to poetry
4th PERIOD	SOPHOMORE RELIGION -- FIRST SEMESTER			Intro. to poetry	Intro. to fiction	Intro. to drama
5th PERIOD	Intro. to Eng.Lit.	Shakespeare II	Story of Eng.Lang.	Tech. of Comp. II	Modern Drama	Film Study
6th PERIOD	Intro. to fiction	Intro. to drama	Intro. to poetry	SOPHOMORE RELIGION--SECOND SEMESTER		
7th PERIOD	Language Review Amer.Lit.Survey 1 Modern Drama	Tech. of Comp.I Amer.Lit.Survey 2 Advanced Novel Amer.Dialects	Intro. to drama Tech. of Comp. II Modern Poetry	Amer.Lit.Survey 1 Word Study Shakespeare I Tech. of Comp. II	Amer.Lit.Survey 2 Amer. Dialects Intro. to poetry	Film Study Modern Fiction Tech. of Comp. I

A CURRENT BIBLIOGRAPHY ON HIGH SCHOOL PHASE-ELECTIVE ENGLISH PROGRAMS

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